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ABSTRACT

This final self-study report of the College Center of the Finger Lakes (CCFL) represents 8 months of investigation in which over 500 faculty members, administrative officers and students from the 9 member colleges participated. The objectives of the study were to (1) identify the collective resources of the 9 member colleges and universities; (2) analyze these resources in terms of institutional strengths and limitations; (3) recommend new patterns for voluntary cooperation within the CCFL; (4) advance a coherent plan for the CCFL that will enable member institutions to make important decisions about the nature of their consortiums and of their ultimate commitment to it. Recommendations of the study group deal with the CCFL Charter, the governance of the CCFL, academic programs, student life, administrative support programming, and long-range planning. (HS)

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PATTERNS FOR VOLUNTARY COOPERATION

Self-Study Report of the College Center of the Finger Lakes

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Self-Study Report

of the

College Center of the Finger Lakes

Alfred University
Cazenovia College
Corning Community College
Elmira College
Hartwick College
Hobart and William Smith Colleges
Ithaca College
Keuka College
St. Bonaventure University

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PREFACE

This final self-study report of the College Center of the Finger Lakes (CCFL) represents eight months of patient investigation that began in November of 1970 and ended in June of 1971. Over 500 faculty members, administrative officers, and students from the nine member colleges and universities participated in this effort.

To those who have guided the self-study through the last eight months, several conclusions seem to be warranted:

1. The self-study has itself become a special case of interinstitutional cooperation, perhaps the most important cooperative activity that the CCFL colleges and universities have ever sponsored.
2. The self-study has demonstrated that voluntary planning among very different colleges and universities can be achieved at a time when statewide planning has become necessary and, if unwisely done, damaging to the coherence and integrity of all institutions, private and state-supported.
3. An unspoken belief permeates the self-study report: Faith in the cooperative ideal is compelling! Whatever recommendations are adopted ultimately by the individual colleges and universities, and however narrow or broad the mission of the CCFL becomes, interinstitutional cooperation is worth doing and should be done well.

We submit this report not as authors but as those who have interpreted and transmitted conclusions that have been gathered in the first two stages of the self-study. Each of the nine colleges and universities prepared a coordinated inventory of resources in the fall and winter of 1970-71. A critical review of these institutional reports was undertaken by seven CCFL task forces that drew heavily from student, faculty, and administrative representatives (see Appendix A). Their individual and group work gave form and substance to the final self-study report. We make recommendations in the knowledge that they reflect broad interests of the institutions and personal insights and judgments of their representatives.

THE CENTRAL STEERING COMMITTEE

OF THE

CCFL SELF-STUDY AND LONG-RANGE PLAN

June 17, 1971

CONTENTS

PREFACE iii

OVERVIEW ix

The CCFL Self-Study and Long-Range Plan ix
Organization of the Report xi
Recommendations xii
Other Considerations xvi

CHAPTER ONE: VOLUNTARY COOPERATION 1
The College Center of the Finger Lakes 1
Reasons for Voluntary Cooperation 3
Problems in Voluntary Cooperation 5
Characteristics of Effective Cooperation 7

CHAPTER TWO: PURPOSES, GOVERNANCE, AND ORGANIZATION 9
Purposes 9
Governance 10
Background 10
A Collegial Union 12
Levels of Membership 13
The Board of Trustees 13
The Central Office and Executive Director 14
The Operations Coordinating Council 15
The Intra-Institutional Coordinating Committees 16
Other Organizational Considerations 17
Membership Commitment 17
Name and Location of the Collegial Union 18
A Communications System 18

CHAPTER THREE: THE DIMENSIONS OF ACADEMIC LIFE 20
Degrees 20
Degree Requirements 21
Undergraduate Areas of Concentration 22
Accreditation 22
The Academic Calendars 22
Changing Trends in Academic Life 23

Distinctive Program Features 25
Interdisciplinary Courses 25
Peer Learning 25
Field Experience 26
Independent Study 26
Freshman Seminars 27
Student Advising 27
The Evaluation of Student Progress 27
Museums 28

CHAPTER FOUR: ACADEMIC PROGRAMS 30
The CCFL Student Exchange Program 30
The Academic Disciplines 31
Background 31
The Humanities 33
The Social Sciences 38
The Natural Sciences 41
Programs of Professional Study 44
Interdisciplinary Programs 48
Intercultural Programs 49
Environmental Studies 52
Other Interdisciplinary Opportunities 53
Graduate Programs 53
Faculty Development Programs 55

CHAPTER FIVE: STUDENT LIFE PROGRAMS 57
An Emerging Theory of Student Life 57
The CCFL Task Force on Student Life 58
Task Force Observations 58
Recommendations 60

CHAPTER SIX: ADMINISTRATIVE PROGRAMS 61
Administrative Support Programming for Executive Offices 62
The Presidency 62
Business Affairs 63
Development 63
Alumni-Alumnae Affairs 64
Public Relations and Public Information 64
Administrative Support Programming for Academic Affairs Offices 65
The Academic Dean 65
Continuing Education, Evening, Summer, and Extension Programs 66
The Library 66
Instructional Resources 67
Computer Services 68
Administrative Support Programming for Student Affairs 69
Student Personnel Dean 69
Student Admissions 70
Financial Aid 71
The Registrar 72

Counseling and Testing 72
Health Services 73
The Chaplaincy 73
Student Activities 74
Housing 74
Placement and Career Planning 75

CHAPTER SEVEN: LONG RANGE PLANNING 76
Planning Within the Colleges 76
Voluntary Planning and Statewide Needs 84

APPENDICES 87
A Members of the Central Steering Committee and the Seven Task Forces 88
B Combined Enrollment for All CCFL Institutions, Fall Term, 1969 92
C Certificates, Diplomas, and Degrees Offered by CCFL Member Institutions 93
D Associate, Bachelor's, Master's, and Doctor's Degrees Awarded by CCFL Member Institutions 94
E Baccalaureate Degree Requirements at CCFL Member Institutions 96
Associate Degree Requirements at CCFL Member Institutions 97
F Academic Year Calendars of CCFL Member Institutions 98
G Undergraduate Areas of Concentration Given in CCFL Member Institutions 99
H Combined Undergraduate Enrollment for All CCFL Institutions by Subject Area, Fall, 1969 102
I Combined Distribution of Faculty Rank among CCFL Institutions, Fall, 1969 103
J Patterns of Field Experience in CCFL Member Institutions 105
K Foreign Study Programs in CCFL Member Institutions 106
L Combined Financial Data of CCFL Institutions - Income, Fall, 1969 107
Combined Financial Data of CCFL Institutions - Expenditures, Fall, 1969 108
Revenues and Expenditures for Individual CCFL Institutions, Fall, 1969 109
M Combined Data on CCFL Libraries, Fall, 1969 110

OVERVIEW

THE CCFL SELF-STUDY AND LONG-RANGE PLAN

The decision to undertake a concerted self-study and long-range plan at the consortium level was made by the CCFL Board of Trustees in October of 1970. Ten years of continuous operation was itself a sufficient reason to review the purposes, programs, and organization of the CCFL. A keen awareness of the trends of American higher education and the felt need to move to an advanced level of cooperation led the board to mandate the preparation of a long-range plan prospectus. The trustees approved a six-stage self-study and long-range planning model in November of 1970.

The board's decision provided a clear mandate for the self-study and long-range plan: (1) Identify the collective resources of the nine member colleges and universities. (2) Analyze these resources in terms of institutional strengths and limitations. (3) Recommend new patterns for voluntary cooperation within the CCFL. (4) Advance a coherent plan for the CCFL that will enable member institutions to make important decisions about the nature of their consortium and of their ultimate commitment to it.

Although member colleges participated in a wide range of cooperative programs over the last decade, it was felt that the nine institutions were generally unaware of the total resources that existed among them. Under the direction of a Central Steering Committee that consisted in most cases of the chief academic officer of the institutions, and the CCFL executive director, Stage I of the self-study was undertaken. Its purpose was to alleviate this limitation. The CCFL staff was directed to prepare a critical history of its ten years of operation. The unusual contribution of 500 faculty members, students, and administrative officers enabled each of the colleges to prepare a comprehensive and critical Inventory of Institutional Resources. Together with the CCFL staff self-study, these institutional reports prepared the way for Stage II of the self-study in February of 1972.

Under the direction of the Central Steering Committee, seven task forces were organized to analyze the resources reports that were prepared in Stage I and to recommend new ways in which these resources could be allocated across the consortium to effect cooperative programming that would have a substantial impact on the colleges. More than 100 faculty members, students, and administrative officers from the institutions participated in this exhausting work during the months of March, April, and May. Final reports were submitted by six of the task forces on Institutional Purposes, Institutional Governance, Academic Programs, Student Life, Administrative Services, and Long-Range Planning. A seventh task force visited the CCFL headquarters, much as a Middle States review team would normally do, evaluated the written CCFL staff report through an interview method, and submitted its findings to the Central Steering Committee.

Stage II of the self-study ended in June of 1971 when the Central Steering Committee met to deliberate over the seven task force reports and to make final recommendations on the future of the College Center of the Finger Lakes. Their final report, contained in the pages of this document, is the result of that intensive work.

Stage III of the planning process will be initiated in the fall of 1971. The final report is to be widely distributed to each of the constituencies within the member institutions for discussion and appropriate decision making. This means that each college will activate its human resources to respond critically to the recommendations that have been made on Governance, Academic Programs, Student Life, Administrative Programs, and Long-Range Planning. The ultimate objective for each institution is to make at least *tentative* decisions on the recommendations that are contained in the final report before the completion of Stage III in October of 1971.

Stage III is the most important period in the planning process, for it represents *the* "moment of truth" within the ten-year history of the CCFL. If properly executed by each member college, it should be a time for genuine investigation of the cooperative ideal, with particular emphasis being given to the recommendations that are contained in the final report and the emerging philosophy, planning, and programs of the institution. If given a low priority in the business of the fall, the institutional review will only continue to confirm the self-fulfilling prophecies that were made in the past: that the CCFL can only be peripheral to the growing needs of the colleges, and that interest in and commitment to interinstitutional cooperation cannot be initiated by the College Center. While the Central Steering Committee hopes that the final report will be thought-provoking and useful, no report can in itself stimulate the kind of enthusiasm for institutional review that must be achieved. Such energy can be generated only within each college. This is true regardless of whether or not each college ultimately decides to continue membership in the CCFL.

The Central Steering Committee believes that all pertinent constituencies of the nine institutions should become involved in the review of the final report. This should include the faculty as a whole or in part (e.g. through senates, educational policies committees, divisions, departments), student leaders, the board of trustees, and administrative officers. Other approaches to be considered might include requests for position papers from faculty, students, and administrative officers; consultants; and workshops that are dedicated to discussions of the final report. Members of the Central Steering Committee might be invited to spend time on each campus to interpret the report and to share the thinking of the seven task forces that led to recommendations that are contained in the final report.

Stage IV of the planning process is designed as a two-day workshop in October of 1971 that will bring together the full CCFL Board of Trustees, the Central Steering Committee, one trustee from each institution's board, and the CCFL office staff. At this workshop, each president will present his institution's *tentative* reactions to the Central Steering Committee's final report and recommendations. Discussion will focus particularly on program recommendations and recommendations for membership criteria and CCFL governance. The presidential reports and subsequent exchange of ideas will attempt to achieve three objectives during the workshop: (1) to establish the most meaningful rationale for the future of the CCFL as a cooperative association; (2) to project specific CCFL programs, and the priorities among these programs, that flow from this rationale; (3) based on the first two objectives, to provide each institution with sufficient knowledge of the CCFL's probable future that it can determine, prior to Stage V, whether it wishes to commit itself to an advanced level of cooperation and, hence, to continue affiliation with the CCFL at some level of membership.

During the month between the Stage IV and Stage V workshops, the chairman of the CCFL Board of Trustees will receive a letter from each college president that will inform him of one of the following decisions:

1. Given the probable future of the CCFL that was foreseen at the end of the Stage IV workshop, the institution *will* or *will not* continue its affiliation beyond the current year at some level of membership.

2. Given the probable future of the CCFL that was foreseen at the end of the Stage IV workshop, the institution *may* wish to continue its affiliation at some level of membership. Such a decision will reflect a generally affirmative institutional position that is qualified by certain reservations. These reservations will be discussed and hopefully resolved at the Stage V workshop in late November.

Prior to the Stage V workshop in November, the president of each institution that chooses to continue membership, or may continue membership if reservations can be resolved, will prepare a brief report that identifies those CCFL programs to which his institution wishes to be firmly committed and financially responsible. These reports will be summarized by the CCFL board chairman and executive director for use in Stage V.

Stage V will consist of a final two-day workshop on CCFL programs and reorganization. The workshop will bring together the presidents and the CCFL executive director in late November of 1971. The workshop will have two purposes. The final report from each institution will serve as the basis for arriving at final decisions about CCFL programs and program priorities. The second half of the workshop will be dedicated to the reorganization of the CCFL, its staffing, location, physical facilities and finance. These decisions will reflect needs that have arisen from the design of proposed CCFL programming.

Stage VI, implementation of the CCFL Long-Range Plan, will begin in January of 1972 and conclude in June of 1975. Decisions that were made in Stage V will be forwarded for appropriate action to the full CCFL Board of Trustees at its December meeting. Thereafter, the presidents will establish a timetable for achieving certain priorities. They also will review the progress of the Long-Range Plan as it unfolds in the months and years ahead. The cycle of self-study, planning and implementation will be established as the permanent method for making the CCFL central office responsive to the needs of the member institutions and they to the cooperative ideal.

ORGANIZATION OF THE REPORT

The self-study report is organized in ways that will allow the reader to become familiar with background material on institutional resources and specific recommendations for future cooperative programming. Chapter One briefly explores the history of the CCFL, and proceeds to identify the reasons for voluntary cooperation, the problems in voluntary cooperation, and the characteristics of effective cooperation. Chapter Two reviews the purposes of the CCFL and identifies a number of problems in consortium governance that have arisen over the years. A fundamentally new governance model is proposed, and should be viewed as the most essential method for achieving all recommendations for cooperation that follow in the next five chapters. Chapter Three is designed to serve as an inventory for future use. Recommendations for academic support programming are presented throughout the chapter. Chapter Four briefly summarizes the method that was used to make an initial investigation

of student life within the colleges and includes recommendations for future study and development of student life. Chapter Five provides background information and identifies numerous recommendations for administrative support programming. Chapter Six proceeds to identify long-range planning processes and strategies within the nine institutions, the need for continual planning at the consortium level, and suggestions for an effective CCFL planning role within New York State.

The 20 recommendations that follow are keyed to various chapters of the report and are presented here in abbreviated form. Fuller explanation and elaboration are provided in the body of the report. In reading the overview, one should be aware of four basic assumptions:

1. In writing the report, the Central Steering Committee valued clarity and brevity, but it felt this goal should not be achieved at the expense of integral background information that was prepared by the seven task forces. The most salient features of each background paper found their way into the self-study report, but the individual papers still contain a wealth of information and recommendations.

2. A number of recommendations clearly emerge as being central to the basic plan that is proposed for the CCFL, but it is not intended that all 20 of these recommendations should have equal value. Selective institutional choice in Stage III of the CCFL Long-Range Plan is viewed as the method for arriving at CCFL program priorities. It is expected that some of the recommendations cannot be implemented fully for several years.

3. The self-study report represents only one model for reorganizing the CCFL and its priorities. Most of those who participated in the development of this planning model believe that it is superior to other alternatives, but all are mindful that the ultimate form and substance of the CCFL will be determined by the collective decisions of the member institutions. Should this model not be accepted by the CCFL trustees, others will be developed on the basis of criteria that are specified by the trustees.

4. The immediate benefits of cooperative programming are not always easy to identify. The national experience for consortia suggests that the benefits are typically known after a period of testing and commitment, not before. This offers an important insight to those in the CCFL who wish to commit themselves to the cooperative ideal.

RECOMMENDATIONS

THE CCFL CHARTER

Recommendation 1: **Future Directions**

The CCFL Charter interpreted as a basic for joint action remains valid and valuable. At this juncture, a clear agreement must be reached that the leading purpose of the CCFL is to improve the quality and number of educational opportunities that can be made available to students in ways that are not obtainable by the individual institutions. pp. 9-10

GOVERNANCE

Recommendation 2: **A Collegial Union**

To translate charter purposes and common understandings into effective action, there is need for fundamental change in governance within the CCFL. The CCFL should become a collegial union. pp. 10-12

Recommendation 3: **Membership**

Three levels of affiliation with the CCFL are proposed: Membership, Associate Membership, Contractual Relationship. p. 13

Recommendation 4: **The Board of Trustees**

The role of the board of trustees should be modified to fulfill the requirements of incorporation and to provide for the overall direction of the CCFL. pp. 13-14

Recommendation 5: **The Central Office and Executive Director**

The administrative staffing of the central office should be consistent with the new design. An executive director should continue to function as the chief administrative officer of the CCFL, and his role must be consistent with the new design if the CCFL is to achieve the potential that exists for cooperation. pp. 14-15

Recommendation 6: **Operations Coordinating Council**

To function effectively, a collegial union must depend on a liaison among the board of trustees, the individual member institutions, and the central administrative office. Governance of the CCFL must be built into and among the colleges. To do this, the appointment of an individual who will function as a deputy director should be made by each institution that desires membership in the CCFL. This liaison agent should serve as a member of an Operations Coordinating Council, the day-to-day, consortium-wide agency that will promote and implement cooperative programming. pp. 15-16

Recommendation 7: **The Intra-Institutional Coordinating Committee**

The Operations Coordinating Council must have an effective counterpart at each member institution. To fulfill this need, an Intra-Institutional Coordinating Committee should be established as the institution's planning and implementation agency for cooperative programming. pp. 16-17

Recommendation 8: **Membership Commitment**

The board of trustees of each institution should make an initial CCFL membership commitment for three years. This commitment should involve financial support of the CCFL central office and the campus deputy director. p. 18

Recommendation 9: **Name and Location of the Collegial Union**

There are no clear advantages to changing the name of the College Center of the Finger Lakes, and it should be continued. The location of the central administrative office should remain in Corning, New York, where facilities are provided at no cost to the member institutions. p. 18

Recommendation 10: **Communications**

To promote easy communication and thereby diminish the major problem of wide geographical distribution among the colleges, a WATS Line Telephone System, having amplification capabilities, should be established to link the member colleges and the central administrative office. In addition to encouraging students, faculty members, and administrative officers to have easy access to each other for committee and other meetings, the telephone system should be used as an instructional tool. A variety of CCFL newsletters also should be considered. p. 19

ACADEMIC PROGRAMS

Recommendation 11: **The CCFL Student Exchange Program**

A strong and active student exchange program should be established among CCFL member institutions. To achieve this goal, a number of facilitating strategies are recommended. pp. 30-31

Recommendation 12: **The Academic Disciplines**

Numerous recommendations have been made for cooperation among similar and closely-related academic disciplines. Faculty members, students, the deputy director, and the Intra-Institutional Coordinating Committee on each campus should assume direct responsibility for promoting interest in cooperation among the various disciplines. pp. 31-48

Recommendation 13: **Intercultural Programs of Study**

The creation of broad policy and the coordination of all cooperative intercultural programming should be assumed by a CCFL Council on Intercultural Study. Membership should be drawn from the foreign study

advisers on each campus and from faculty members who have particular interest and expertise in area studies and other cooperative intercultural programming. pp. 49-51

Recommendation 14: Environmental Studies

The task force on environmental studies should be continued. An imaginative and broadly-based model for environmental studies under CCFL auspices should be developed and submitted for institutional consideration. p. 52

Recommendation 15: Graduate Studies

The CCFL institutions should retain their emphasis on undergraduate education. If existing graduate programs are to be continued and expanded, they should be based on the current and anticipated strengths of cooperating colleges. If new approaches are to be developed, they should be based on the strengths of many of the colleges combined, using the CCFL Graduate Center as the focal point for the programs. To explore the need and potential for graduate programming within the region, a CCFL Graduate Council should be established to work with member colleges in developing a consortium approach to graduate study. Its role should be advisory to individual college or university programs and administrative to graduate programs that come to be sponsored by the CCFL. pp. 53-55

Recommendation 16: Faculty Development Programs

Faculty development programming should be established and expanded in ways that will have both direct and indirect benefits for students. pp. 55-56

STUDENT LIFE

Recommendation 17: Commission on Student Life

Widespread misunderstanding exists on the nine campuses with regard to the goals and objectives of student life. Student life and campus climate should be studied on a continuing basis, and ways should be found to allow the CCFL to serve student life needs. pp. 57-60

ADMINISTRATIVE SUPPORT PROGRAMMING

Recommendation 18: **Meetings Among Common Administrative Officers**

Effective cooperation can be achieved among common administrative offices. A flexible structure of CCFL administrative committees should be established. Each committee should deal with the recommendations and potentialities that have been identified in the background papers that were prepared on the individual administrative offices. pp. 61-75

LONG-RANGE PLANNING

Recommendation 19: **Planning Within the Colleges**

A CCFL Committee on Institutional Planning and Plans should be established to promote planning within and among the institutions on a continuing and coordinated basis. pp. 76-84

Recommendation 20: **Voluntary Planning and Statewide Needs**

To participate in shaping the higher education planning of New York State and to avoid infringement on institutional autonomy, the CCFL should demonstrate publicly that voluntary planning can be achieved on a regional basis by submitting periodic institutional plans as a consortium to the state. pp. 84-86

OTHER CONSIDERATIONS

Other potential areas of cooperation have been identified in the self-study process, but it is not clear what role the CCFL should play in the months and years ahead. Some of these ideas do not represent immediate institutional needs. However, many have potential and two or more member colleges or universities may want to sponsor them on a cooperative basis.

Academic Advising p. 27
Student Evaluation Programs pp. 27-28
Museums pp. 28-29
Urban Studies p. 53
Afro-American Studies pp. 49-53
Non-Western Course Offerings pp. 49-51
American Indian Studies p. 53

CHAPTER ONE

VOLUNTARY COOPERATION

THE COLLEGE CENTER OF THE FINGER LAKES

Thousands of cooperative arrangements exist among American institutions of higher learning. The College Center of the Finger Lakes (CCFL) is one of about 60 that have been organized as voluntary consortia which have multiple purposes and employ central coordinating staffs.

Excellent aspirations were envisioned for voluntary consortia over the last decade. Yet, it is hard to avoid the conclusion that these associations have not had substantial impact on the colleges they were designed to serve. There is little evidence that interinstitutional cooperation has led to great institutional savings or economies, even though this motive has been the hidden agenda behind the founding of many consortia. The creation of additive programs and the employment of numerous personnel in a central staff office have been more apparent, and it is doubtful that these measures have led to economies on any significant scale. In some instances, large central offices have grown to function as semi-autonomous agencies that occasionally compete with member colleges rather than promote cohesion among them. In all of this experience, a compelling purpose has somehow been missed or avoided. Rarely have voluntary consortia been able to function as effective organizations for stimulating mutual academic and administrative support programming among member colleges and universities.

The CCFL has functioned for ten continuous years as the oldest multiple-purpose voluntary consortium in New York State, and its development largely has paralleled the national experience over the last decade. In 1961, the presidents of Alfred University, Corning Community College, Elmira College, Hobart and William Smith Colleges, and Mansfield State College met to explore the advantages of voluntary cooperation. The CCFL received its provisional charter in June of that year from the Board of Regents of the University of the State of New York, and in 1966 the charter was made absolute. Institutional membership within and around the Finger Lakes region of Upstate New York has grown to include Keuka College, Hartwick College, Cazenovia College, Wells College, and St. Bonaventure University. Continued affiliation with the CCFL has been quite stable over the years; only two colleges have terminated membership.

By charter, the CCFL has been committed to designing programs and projects which will lead to the more efficient attainment of member institutions' individual objectives. The CCFL also has been charged to develop cooperative programs and projects which are beyond the means of the individual members. A third charter purpose directs the CCFL to plan service programs in cooperation with other educational and cultural agencies in the community in which each college is located.

CCFL programs have grown to include forty cooperative activities that range from an aquatics institute that is located on one of the Finger Lakes to a graduate center that offers three master's degrees. When the CCFL was organized in 1961, it had only one staff member employed in the central office. Over the ten years, the office staff, including secretaries, grew to thirteen in 1970 and was reduced to ten for the 1971-72 year.

Many cooperative programs have achieved a modest level of success. There also have been a number of major disappointments, including a central library processing center that was discontinued in 1968. Tension has always existed between the desire of member colleges to achieve substantive cooperative programming and the need to sponsor programs that are relatively safe, insofar as institutional autonomy and commitment of resources are concerned. As early as 1966, consultants were employed to review CCGL programming. The *Heald - Hobson Report* concluded that:

> "The effect of the present programs upon the member institutions has not been substantial in the past. Either they involved only a few people, or they lasted only a few days (or a few hours), or they could have been accomplished by the colleges without a center on a large budget, or they involved a substantial number of people for a substantial length of time, but few of those people had any connection with the member colleges (the graduate center)." *

A second report on the CCFL resulted from an investigation by a doctoral student at Cornell University. The author confirmed many of the same problems that were found in the *Heald-Hobson Report* when he concluded:

> "It is only when one realizes that most of these projects were functioning in 1965 and earlier, matches them with the continuous refusal of committees to initiate new programs, realizes the excruciating work demanded of the central staff in initiating programs that do succeed, and understands that these programs, plus whatever benefits come from very periodic meetings and workshops, are the product of 25 standing committees consisting of 246 people over an eight year period, can one understand that the journey has not proceeded very far." **

The peripheral nature of many CCFL programs and the felt need to move to an advanced level of cooperation prompted the CCFL Board of Trustees to chart a new course for the consortium in the spring of 1970. The Board expressed its corporate view that promotion and development of mutual academic and administrative support programming among the member colleges must begin if the consortium is to be continued. Popularly expressed as a new philosophy of "inner direction," the Board urged that curricular coordination and other types of intra-consortium interchange which will enrich the education of students and strengthen the member colleges should be emphasized. The self-renewal process was initiated by the Board in October of 1970 when it adopted a six-stage CCFL Self-Study and Long-Range Plan.

Self-renewal is a worthy goal, for there are sufficient reasons to continue interinstitutional cooperation. There also are a number of difficult problems that must be resolved. Certain principles must be shared among the member colleges if the potential for cooperation is to exceed the obstacles that work against it.

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* Heald, Hobson and Associates, *Report to the College Center of the Finger Lakes,* Appendix, July 31, 1966, p. 3.

** Robert Jay Silverman, *Toward an Inter-Organizational Theory in Higher Education,* A thesis presented to the faculty of the Graduate School of Cornell University for the degree of Doctor of Philosophy, September, 1969, p. 102.

REASONS FOR VOLUNTARY COOPERATION

There are many reasons for colleges and universities to engage in voluntary cooperation. The fundamental reason is to assist each college to do what it wishes to do but cannot accomplish as well within the limits of its own resources. Each college possesses strengths in areas of institutional life, and each possesses certain weaknesses as well. The benefits of cooperation are to be derived mainly from sharing resources in ways that will lead to mutual advantages. All other reasons flow from this basic concept.

Voluntary cooperation can increase educational benefits to students. The leading reason for cooperation is to improve the quality and number of educational opportunities that can be made available to students. Colleges exist for many reasons, but none is more important than their service to students. An effectively functioning consortium can enable students to have easy access to the total resources that are possessed among the participating colleges. Students can receive considerable benefit from having access to a wide range of faculty expertise, subject areas of concentration, and distinctive educational programs, such as field study.

Voluntary cooperation can promote heterogeneity on campuses. Faculty members and administrative officers in most colleges and universities have assumed that a heterogeneous student body makes for a better learning climate than one which is composed of students who share similar socio-economic backgrounds. For many reasons, but mostly because of size and low tuition, state colleges and universities have fulfilled this objective much better than small liberal arts colleges. A liberal arts college has a remarkable capacity to draw its students from generally similar backgrounds. Over the years, an invisible magnet functions to attract certain students and repel others. The phenomenon is well known among admissions officers, and it seems to make little difference what direction this homogeneity takes. A college that draws most of its students from the mountains of West Virginia may be just as homogeneous as the small sectarian college in the Midwest or the elitist college in the East.

Cooperation among different colleges can check this tendency toward homogeneity. Cooperative student exchange programs can promote a better mix within the student body of each participating institution, thereby fostering a more stimulating learning climate. It also can enlarge the perspective of the individual student. He must encounter unfamiliar traditions, another peer culture, in short a total environment which may be very different from that on his home campus.

Voluntary cooperation can encourage innovation and experimentation. Regular meetings among similar administrative officers, among faculty members in common disciplines, and among students who have common interests can generate a cross-fertilization of ideas. Business officers may develop cooperative insurance programs. Students may initiate programs, such as a consortium student internship program, out of the felt need to design their own educational experiences. Faculty members in education departments may discover that cooperative practice teaching centers hold greater promise than individual approaches to teacher education. Faculty members in small departments may find that joining with colleagues in other colleges can enrich disciplinary offerings and promote research programs that might not be possible within the resources of a single institution. Interdisciplinary programs, such as environmental studies and foreign area studies, can be developed and more amply staffed from the strengths of several colleges. Thus, the blending of creative thought from individual campuses can encourage an infinite number of new approaches to learning, teaching, and administrative services.

Voluntary cooperation can lead to more efficient use of institutional resources. Cooperation does not seem to be an effective means for making significant reductions in *total* institutional expenditures, but coopera-

tive purchasing and other similar programs can produce economies on a small scale. There also is evidence that cooperation can promote more efficient use of resources and it can reduce the need for additional expenditures in existing programs. For example, the CCFL admissions officers sponsor an annual conference that brings between 70 and 80 high school guidance counselors from across the country for a week of coordinated travel among the individual campuses. The program enables the counselors to gain intimate knowledge of each CCFL college.

In terms of economies, the advantages of the CCFL program are threefold. First, the costs of the program are shared equally among the participating colleges, and each is afforded the opportunity of meeting more guidance counselors for less money; no individual college could afford to sponsor a program of this scale. Second, the fact that the program is a genuinely cooperative act has tended to make a favorable impression on guidance counselors, who have become increasingly convinced that self-preservation is a greater institutional concern than service to individual students in many American colleges. Third, and perhaps most important, the coordinated visits to the campuses enable the counselors to think about the colleges in a new way. They are able to counsel prospective college students on the unique attributes of each college, and they know that academic cooperation among these institutions will enable their students to have access to many other educational opportunities.

Voluntary cooperation can improve an institution's ability to attract external funding. The financial crisis in American higher education is widespread. At one time, this problem was largely confined to the private sector, but state institutions increasingly have experienced budget freezes and cutbacks from economy-minded state legislatures. Competition for the private dollar has become particularly acute. Once a lucrative source of income for the talented fund raiser, foundations have experienced increasing restrictions under the new tax laws. The larger foundations probably will survive this legislation, but it is likely that competition for their dollar will increase as there is a decrease in the number of small family and corporate foundations that will be able to survive. It is true that individual colleges will continue to be able to attract funds from foundations, corporations, and private donors for worthwhile programs and projects, but it also is true that they probably will be more successful if they combine their fund raising efforts.

The state and federal governments currently offer the best potential source for financing cooperative programs. At the national level, there are three major sources of support for educational cooperation. Title III of the Higher Education Act of 1965 has had the greatest impact on stimulating cooperation. Under its provision for "developing institutions," many colleges and universities have been able to combine their resources in efforts that have led to considerable achievement. Title II C of the Higher Education Act of 1965 also has provided special purpose grants that are aimed at bringing together library systems through cooperative means. The U.S. Office of Education also has become involved in funding a Consortium Research Development Program (CORD) to stimulate educational research by faculty members in small universities and colleges. The National Science Foundation has entered the field to support cooperative programs in science education and scientific research. One of its better known offices is the College Science Improvement Program (COSIP), which provides funding for cooperative approaches to improving undergraduate science education, as well as similar grants for internal institutional improvement. There is some evidence that COSIP funds increasingly will be given to clusters of colleges that develop cooperative approaches to science education.

Movement within the federal government is ambiguous toward the concept of providing general purpose grants to consortia and individual colleges and universities. The Nixon Administration has proposed a national Higher Education Foundation, but the plan has not received a warm reception from leaders in higher education.

Many are looking to the states for some sign of interest in the general funding of individual colleges and

cooperative associations of colleges. In New York State, it has been suggested that a planning grant fund be provided each year to the Board of Regents for the purpose of stimulating cooperation among public and private colleges and to support studies that will help the state achieve its master planning objectives in higher education.

Voluntary cooperation can help to shape regional and statewide higher education planning. The most comprehensive statewide planning strategies have emerged from within the public sector, where state systems of higher education have developed and prospered at an unprecedented rate over the last several decades. A growing number of states also have evolved programs for allotting public resources to private institutions. This usually has not resulted from a comprehensive statewide approach to planning, however, and it rarely has been accomplished through cooperation among private and public colleges and universities. For the most part, it has resulted from concerted efforts among independent colleges to approach state legislatures without the assistance or cooperative support of public college leadership. The subsequent competition for scarce public resources has tended to perpetuate all the wrong distinctions that can be made between the public and the private higher education sectors, and this has unduly complicated statewide planning.

There is growing evidence that coordinated planning at the state level is vital and, indeed, necessary for all colleges that wish to receive public resources. Consortia possess considerable potential for eliciting voluntary planning from participating colleges because other alternatives are less desirable. Voluntary planning among public and private institutions within a region can help to accomplish the need for statewide coordination, and it can be accomplished by preventing external coordination from being excessive and potentially damaging to the coherence and integrity of the colleges.

Voluntary cooperation can promote community service programming on a regional basis. A college or university can provide numerous services for the citizens of a local community, but the scarcity of internal resources has prevented most institutions from providing direct community programming on a significant scale. The growth of the regional planning concept among communities provides an excellent opportunity for cooperating colleges to combine their limited resources for the purpose of providing assistance to communities in a number of problem areas. Cooperating colleges can help the most by contributing what they do the best. Environmental research, demographic surveys, inner city education programs, adult education, and similar programs can be developed to serve large populations if colleges choose to combine their efforts for these common tasks.

PROBLEMS IN VOLUNTARY COOPERATION

The national experience for voluntary consortia, including the CCFL, suggests that at least seven major problems impede the development of a theoretical "ideal" for interinstitutional cooperation among participating colleges. The seriousness of these problems varies from one consortium to another, but none has been able to function for long without confronting certain realities.

Voluntary cooperation is a secondary institutional commitment. Cooperative programming may become a dominant institutional priority in certain instances, but this does not often occur unless two or more colleges are considering administrative coordination or outright merger. In the latter instance, the nature of voluntary cooperation is severly modified by pressures that may make merger more unavoidable than desirable.

In a voluntary consortium, cooperative programming must always be a secondary consideration for any college that wishes to preserve its own individuality and corporate autonomy. Cooperative programs may come to play very important roles within each participating institution, but this will be accomplished only if these programs coincide with institutional objectives and do not compete with similar programs that are sponsored by the institution.

Institutional resources are always limited. A Parkinsonian Law operates within all organizations, including colleges and universities. Program needs seem always to rise to the level of available resources, regardless of whether these resources are financial or human. Unless a cooperative program grows from within a college as a deeply felt need, it tends to be viewed as competing for scarce internal resources, and for this reason often is rejected or given a secondary priority in the allocation of the institution's resources.

Institutional rewards normally are not designed to make participation in cooperative programming attractive to faculty members. The rewards for scholarly production are abundant and well known. The recognition of teaching excellence has not fared as well, but steps are being taken in many colleges to correct this imbalance. Even the long-ignored involvement of faculty members in academic committee work and community service is beginning to receive the recognition it deserves. Successful cooperative programming requires heavy faculty involvement. A faculty member must give freely of his time and energy, and frequent travel and consultation with colleagues at other participating colleges often is necessary. A faculty member usually is rewarded by the knowledge that his efforts have helped to enrich the education of students. Despite the primacy of this achievement, his contribution often is not rewarded at the home institution.

Cooperative programming makes institutional decision-making more complex. The felt need on a campus to involve large numbers of representatives from its several constituencies in institutional decision-making tends to compound the problem of arriving at meaningful and judicious decisions for cooperative programming among colleges. Yet the success of cooperative programming seems to be in direct proportion to the involvement of a wide range of institutional representatives who are committed to cooperative planning, implementation, and evaluation. For many reasons, the central staff office in some consortia has tended to play a separatist rather than a facilitating decision-making role only to find that limited interest or energy for cooperative programming can be generated within member colleges. This suggests that a balance must be achieved between the two extremes if cooperative programs are to be popularly supported and decision-making processes among and within the colleges are not to be burdened unduly.

Geographical distance among participating colleges can be a limiting factor. The geographical distance plays an important role in determining the success of *certain* cooperative programs. Colleges that are located within a single urban center, for example, have greater capacity for day-to-day student exchange programs than those that are separated by great distances. Geographical proximity does not ensure successful cooperative programming among institutions that do not desire it, however, and wide geographical separation need not prevent cooperation when the psychological climate for it is suitable. For example, the Union for Experimenting Colleges and Universities draws its membership from across the country in support of cooperative student programs that have gained considerable achievement.

The organization of academic life within institutions tends to inhibit cooperation among them. The academic life of a college is organized to carry out certain institutional purposes. The purposes of cooperating colleges may differ ostensibly only in tenor, but a cluster of academic policies, the academic year calendar, and the system of course scheduling often lead to a low degree of compatibility among these colleges. In such instances, most students are prevented from having access to the educational resources that exist among the member institutions. Commitment to the goal of serving individual students can prompt academic administrators and faculty advisers to design special ways of circumventing specific institutional structures at the same time that institutional coherence and integrity is maintained.

Attitudes about institutional status and prestige exist within every cooperative association, and these can become major impediments to programming. Conventional wisdom about what constitutes institutional excellence and prestige makes the "parity of esteem" problem difficult to resolve. The number of Ph.D.'s, volumes in the library, the range of SAT scores and high school rank in class, faculty educational background, and scholarly production are often posited as appropriate measures of excellence, but do not hold up under close scrutiny. The problem also arises not from some notion of institutional loyalty, which is an imperative for organizational achievement and survival, but from the felt need to model institutional life style and direction after "preferred other" colleges or universities.

Cooperative programming can be nurtured if a different theory of excellence is shared among participating institutions. The wide range of differences that are alleged to exist among colleges are an important consideration. These differences are salient not because they necessarily point to institutional excellence, or the lack of it, but because they provide clues for understanding the distinctiveness of each institution. This distinctiveness ought to provide each college with its own validity, making institutional comparisons on the basis of traditional measures unwarranted. Institutional excellence will be clarified to the extent that each college comes to know itself. Each must determine what it wants to be, and can be, in light of its traditions, location, resources, and the students who are *actually* attracted to its mission, and each must continually discover how well it does what it says it does. If this theory is shared widely among participating colleges, a consortium can design programming that contributes to the most feasible mission of each college and promotes a better understanding of the impact and effectiveness that each has with its own students.

CHARACTERISTICS OF EFFECTIVE COOPERATION

The cooperative ideal is largely an abstraction. Its persuasive qualities are derived from a personal discovery that the reasons which support cooperation outweigh the reasons that mitigate against it. Cooperation cannot be legislated, but a clear institutional position in support of the ideal can stimulate a climate that will advance it.

An institutional commitment is fundamental for effective cooperation, and this will be expressed in two ways. Each college is a configuration of the values and talents of those who are committed to its mission. So, too, must cooperation be seen as a freely given commitment of individual persons who are persuaded of its inherent value and long-range benefits. Institutional commitment also implies that each college will pledge human, financial, and physical resources to the cooperative enterprise. The selective allocation of these resources will be evidenced by at least five characteristics:

Cooperation will always be undertaken voluntarily because each participating college must preserve its individuality and corporate autonomy.

A decision on the theoretical limits of institutional autonomy need only be one of principle. Complete authority over an individual program will be ceded voluntarily when an institution selectively chooses to participate with other institutions in a cooperative program.

Each of the participating colleges possesses considerable strengths, and all possess certain limita-

tions. Cooperative programs will be productive when they are designed to assist each college to achieve that which it wants to do but cannot accomplish as well within the limits of its own resources. This concept of complementarity leading to mutual advantages will be the leading criterion for cooperative programming.

Mutual accessibility will be the corollary of institutional complementarity. Each of the participating colleges may have access to the strengths of others if its own strengths also are to be made available to others.

Cooperative programming will be developed and evaluated primarily on the basis of its educational effects on students.

CHAPTER TWO

PURPOSES, GOVERNANCE, AND ORGANIZATION

PURPOSES

In every publication that has been distributed by the CCFL over the last 10 years, three general purposes were identified as having charter status. Less commonly known is that the corporate charter of the CCFL encompassed four purposes:

1. to act and serve primarily as an organization through and by means of which individual colleges and universities may by joint and united action
   a. more effectively and efficiently achieve and carry out their separate corporate purposes and aims,
   b. develop, promote and maintain programs and projects in support of their separate educational programs and projects, including those which may be beyond the means or abilities of any one college or university and
   c. enlist the cooperation of other area educational and cultural institutions in educational programs beneficial to the area in which such colleges and universities are located;
2. to construct, own, operate or maintain a nonprofit and noncommercial television station or to provide educational television programs or any combination of such purposes.

Legal changes never have been made in the corporate charter since it was granted in 1961, but the CCFL Board of Trustees has from time to time placed different emphasis on certain of the charter purposes. The creation of a noncommercial television station, for example, originally was considered to have had a high priority but now languishes, and is inoperative as a vital source of direction for CCFL programming.

It is apparent that the charter purposes also were given a wide interpretation over the ten years of operation. This has been particularly true of the third charter purpose. Originally envisioned as an appropriate way of expressing a community service commitment (and well within one of the distinctive purposes of American higher education), the third purpose has been limited to one geographic area within the consortium. The Corning Graduate Center has emerged over the last six years to serve the Alfred-Corning-Elmira communities quite well, but steps have not been taken to develop either similar or more appropiate community service programming in St. Bonaventure, Keuka Park, Geneva, Cazenovia, Ithaca, or Oneonta.

Ostensibily, the first two charter purposes appear to be more than adequate and are sufficiently broad and ambiguous so that almost any given cooperative program can be developed and supported. It seems reasonable that CCFL programming can be designed to serve the separate corporate purposes and aims of member institutions at the same time that they may be beyond the means or abilities of a single institution. Closer examination, however, reveals that conditions can arise to create quite fundamental conflict between these two purposes. It is entirely possible that specific programs may serve either the individual institution or the greater good of the consortium but, on occasion, not both. This conflict may be latent until a question of priority arises. This possibility has not always been hypothetical.

In practice, the first two charter purposes emphasize separateness rather than collective action. If the colleges are intent on more effective and efficient achievement of their separate, individual corporate aims, then membership in a consortium certainly is not the best method; it surely is not the most direct. Individually, almost all member institutions have a statement of purposes which varies only slightly in tenor. They might achieve these larger common purposes more fully, more expeditiously, and more economically through joint action. Developing, promoting, and maintaining programs beyond the means or resources of any member would be beneficial to all and is consistent with charter purposes.

RECOMMENDATION 1: **THE CCFL CHARTER INTERPRETED AS A BASIS FOR JOINT ACTION REMAINS VALID AND VALUABLE. AT THIS JUNCTURE, A CLEAR AGREEMENT MUST BE REACHED THAT THE LEADING PURPOSE OF THE CCFL IS TO IMPROVE THE QUALITY AND NUMBER OF EDUCATIONAL OPPORTUNITIES THAT CAN BE MADE AVAILABLE TO STUDENTS IN WAYS THAT ARE NOT OBTAINABLE BY THE INDIVIDUAL INSTITUTIONS.**

Despite the existence of an inoperative charter purpose, revisions are not needed and none is recommended. For a number of years, separate endeavors by the member institutions might better serve the communities within the region, since an extended experience of interinstitutional cooperation is a necessary basis for fulfilling the third charter purpose. Further, if the colleges can benefit directly from such community service at the same time that it is rendered to the communities, and if such benefits are clearly demonstrable, then this experience might enable the CCFL to provide regional services which will produce even greater results. Thus, it would be possible to achieve greater benefits for the member colleges than any college or university individually might derive. The same supposition might be true for the communities in the region. The primary consideration should be the education of students. If resources allow, and if community service demonstrably benefits the education of students, then this goal should be given some priority.

GOVERNANCE

BACKGROUND

Over the 10 years of its existence, the CCFL has operated as a cooperative organization of colleges, governed by a board of trustees, and administered by a central office staff. The CCFL board is a legally constituted group, that derives its corporate status from the charter that was granted in 1961 by the Board of Regents

of the University of the State of New York. The CCFL board has 15 members. Nine are presidents of the colleges and constitute the executive committee. Six members of the board are lay trustees.

The requirements for trusteeship are drawn from a corporate model, one which assumes that the general welfare and perpetuation of the corporate entity is the single most important responsibility of trusteeship. The qualifications for trusteeship differ substantially between the presidents and the lay board members. The lay board members are appointed because they represent the institutions and the broad interests of local communities in the region, and because they possess personal qualities of leadership that are needed to maintain the health of the CCFL as a corporate entity. The presidents derive their qualifications for trusteeship not from personal leadership qualities, which they uncommonly possess, but by virtue of their office as college and university presidents. It is the *institution* that ensures trusteeship; it is the perpetuation of institutional membership which ensures that the CCFL itself will be perpetuated as a corporate entity.

Experience suggests that the nature of the college presidency conflicts with the role of CCFL trustee. A president must be not only the chief officer of his college but also the chief advocate of his college and of his college's aims, purposes, and needs. Thus, trusteeship in the CCFL places on him a peculiar obligation; he must attenuate the advocacy of his institution to the extent necessary to give objective consideration to the needs of the CCFL. Although this is clearly within the individual capabilities of all CCFL presidents, it does create a tension which is compounded by continuous trustee involvement in various functions of the CCFL. A reduction in the amount of time required of CCFL trustees and a reduction of the need to do that which is unnatural for a president is desirable.

Throughout the history of the CCFL, there has existed a general lack of clarity about the nature, purpose, and function of the central administrative office and chief administrative officer. The CCFL bylaws do not identify such an office, except in the most general way. Over the years the competing visions of what the CCFL ought to become have on occasion prompted the board to have certain expectations about its chief administrative leadership. While such expectations are always needed in a dynamic organization, competing expectations have placed each chief administrative officer in the untenable position of having to derive his sense of objectives, priorities, duties, and responsibilities from the strongest pressures of the moment; that is, from drift, rather than from well-defined and consistent board directions. The board's decision to undertake a long-range plan within the CCFL and to develop an "inner-directed" philosophy for the consortium provides the central office with its first clear mission in a number of years.

The board of trustees and the administrative office of the CCFL are formal organizations, while almost all of its programs are governed by informal, *ad hoc* arrangements. General principles of policy formation and decision making exist, but in theory few decisions can be made on matters of CCFL business without the approval of the board. There are no provisions for a formal, comprehensive committee structure of governance below the level of the board, except those which have developed by way of accretion and attrition. With few exceptions, all program and committee representatives are chosen by the presidents of the institutions. Program planning and decision making do not often occur on the campuses. Committee representatives usually do not or cannot commit their colleges, and this leads to slow forward movement. Few committees have administrative officers or chairmen, although some do have titular heads. Meetings are irregular, seldom, and so is attendance. There is irregular turnover on CCFL committees, especially those not representing administrative support functions. The absence of formal organization makes communication difficult, if not impossible. There is a lack of contact and communication among CCFL program committees, and there do not appear to be committee meetings of CCFL representatives within each member college. Intra-consortium communication is available only at the level of the administrative staff and the board of trustees, where by necessity it is built-in as a consequence of the need for the staff to service the board and the board to approve new policies and programs.

Evidence therefore suggests that major problems exist in the governance of the CCFL. It is true that beyond the board of trustees and administrative staff, CCFL governance is largely an *ad hoc* arrangement. It also is true that students and faculty members are not involved heavily in their consortium. Nor are trustees from the individual boards of member institutions or representatives from local communities. To the extent that these problems do exist, it may be said that they were true of the past but need not be true for the future design of CCFL governance.

No model of governance exists that can ensure the kind of commitment to voluntary cooperation that must emanate from institutional boards, presidents, faculty members, students, and other administrative officers. Assuming that common purposes and a cluster of cooperative programs can be agreed upon, three possible organizations to facilitate them become possible: (1) An organization of completely autonomous colleges. (2) A collegial union. (3) A centralized union or consolidation. Experience in the CCFL and in other multi-purpose consortia has shown that very little can be accomplished by the first model, and the third would mean so much sacrifice of individuality that colleges would be unlikely to agree to it. The second model, while difficult to attain, could provide many benefits to its members and should prove workable. It would not in any sense involve an abandonment of local individuality. It would require changes in attitude and increased involvement of faculty members, students, and administrative officers in CCFL policy and decision making, but not basic changes in government at the institutional level.

A COLLEGIAL UNION

RECOMMENDATION 2: TO TRANSLATE CHARTER PURPOSES AND COMMON UNDERSTANDINGS INTO EFFECTIVE ACTION, THERE IS NEED FOR FUNDAMENTAL CHANGE IN GOVERNANCE WITHIN THE CCFL. THE CCFL SHOULD BECOME A COLLEGIAL UNION.

This requires that governance be reconceptualized. The basic assumption is that interinstitutional cooperation should become more a collegial than a corporate activity. While corporate status should be continued, its main benefits are to be derived from preserving the ability of the CCFL to seek and receive external funds for cooperative programs and to do so as a non-profit educational organization. Collegiality means a cooperative spirit and a sharing of resources, but it does not require a diminuation of individual institutional autonomy beyond the commitment made to specific programs. A decision on the theoretical limits of autonomy need only be one of principle, for all participants have assurances that partial cession will not result in abuse. Assurances are the CCFL Board of Trustees; the decision-making processes within each institution; the Operations Coordinating Council (a new governmental unit that is proposed); the annual budgets for the CCFL and the member colleges; and the judgment of the executive director, who is accountable to the board.

The question remains as to how the governance of a collegial union can best be structured. Five interlocking elements are recommended.

LEVELS OF MEMBERSHIP

RECOMMENDATION 3: THREE LEVELS OF AFFILIATION WITH THE CCFL ARE PROPOSED: MEMBERSHIP, ASSOCIATE MEMBERSHIP CONTRACTUAL RELATIONSHIP.

Membership and governance are related in elementary ways. Since expectations and needs of member colleges and universities may not be of the same type or level, the same form of membership for all is inappropriate. Affiliation at one of three levels should reflect an institutions' expectations of CCFL:

3.1 **Membership.** *A member college or university will have access to all CCFL programs and will have voting representation on the Board of Trustees and the Operations Coordinating Council. Membership commitment includes allocation of funds (payment of dues to maintain the central office and assessments for programs in which an institution chooses to participate) and personnel (appointment of a representative to function as deputy director on the Operations Coordinating Council).*

3.2 **Associate Membership.** *A second level of membership will entitle non-degree-granting institutions to participate in selected programs and to contribute to program opportunities. Organizations likely to be Associate Members are school boards, hospitals, governmental agencies and library councils. Reduced dues and assessments and lesser participation in governance (no membership on the Board of Trustees or the Operations Coordinating Council) will be required.*

3.3 **Contractual Relationship.** *Educational, service, or other corporate entities may contract with the CCFL to receive or provide specific services. Fees for such services rendered by the CCFL shall (1) make each contractuall program self-amortizing, (2) provide for indirect costs, and (3) enable the executive director to mount experimental projects or programs otherwise not possible. Typical examples are the funding of the CCFL graduate program by the Corning Glass Works Foundation, and fees paid by non-member organizations for use of the facilities at the Finger Lakes Institute. Member colleges may contract for special services. Other contractual relationships will carry no staffing, dues or assessment requirements.*

THE BOARD OF TRUSTEES

RECOMMENDATION 4: THE ROLE OF THE BOARD OF TRUSTEES SHOULD BE MODIFIED TO FULFILL THE REQUIREMENTS OF INCORPORATION AND TO PROVIDE FOR THE OVERALL DIRECTION OF CCFL.

A number of additions and changes should be made in the bylaws of the CCFL. All other provisions in this document should be continued.

4.1 *The board should consist minimally of the presidents of those institutions that choose to participate as members of the CCFL.*

4.2 *The number of lay trustees should be increased to include some form of representation from the Upstate New York region and from individuals outside the region whose expertise will benefit the CCFL. Staggered terms, the length to be determined by the board, should be established for lay members.*

4.3 *The number of lay trustees should not exceed the number of trustees who represent the member colleges and universities.*

4.4 *The board should determine membership status.* (If, in the opinion of the executive director, the purpose of the CCFL could best be served by recommending a change in the type of membership of an existing member, he should be expected to recommend this change to the board.) *A change in status, voluntary or decided by the board, is an alternative for a college that is unable or unwilling to be a fully participating member.*

4.5 *Regular trustee meetings should be held twice each year. The first meeting should be held in January, and its business should be limited to the budget. Approval of budget and debate on budget items should constitute the most important form of review and direction of CCFL programs. This annual meeting to approve a budget for implementation the following fall should effectively establish program priorities and provide sufficient lead time to engage not only the activities of those on the individual campuses but also to solicit whatever funding might be possible or needed from external sources. A second board meeting should be held in mid-June, shortly after commencement activities have ended. This two-day meeting should be reserved for a report and discussion of CCFL programs during the academic year just ended, review of institutional and CCFL long-range plans and planning, and identification of new program opportunities among the colleges and between the colleges and the communities in the region.*

4.6 *Regular attendence and effective trustee participation are expected. The presidents should decide among themselves what provisions are to be made for emergency absence.*

THE CENTRAL OFFICE AND EXECUTIVE DIRECTOR

RECOMMENDATION 5: THE ADMINISTRATIVE STAFFING OF THE CENTRAL OFFICE SHOULD BE CONSISTENT WITH THE NEW DESIGN. AN EXECUTIVE DIRECTOR SHOULD CONTINUE TO FUNCTION AS THE CHIEF ADMINISTRATIVE OFFICER OF THE CCFL, AND HIS ROLE MUST BE CONSISTENT WITH THE NEW DESIGN IF THE CCFL IS TO ACHIEVE THE POTENTIAL THAT EXISTS FOR COOPERATION.

Whatever staffing patterns emerge on completion of the CCFL self-study, the central office must not operate as an entity separate from the member institutions, but as a facilitating agency. Its central staff should reflect this in numbers, capabilities, and functions. Certain functions might more effectively be handled collegially by using the capacities of the member colleges rather than employing new staff members for the central office.

The executive director's role has been a difficult one because explicit statements about the purposes and programs of the CCFL only recently have been agreed upon by the board of trustees. To the extent that

previous executive directors have functioned as presidents of a quasi-independent institution, they have not been executive directors of the CCFL. The unilateral, separatist role of the executive director evolved over a period of years in a series of situations in which academic leadership may not have been desired and might not have been accepted.

The executive director should not be charged with an itemized set of instructions, but he does need a clear understanding, developed with the trustees, of the purpose and directions that the CCFL is to take. The board's recent decision to make the CCFL an "inner-directed" consortium provides the basic mission for this officer. He must have authority to move in this direction expeditiously with the assurance of institutional commitment to cooperation. He should have freedom to develop and test programs through contractual services which might not have immediate benefit to the member institutions. Academic leadership should be expected of the executive director, and it should be the major requirement of this office.

THE OPERATIONS COORDINATING COUNCIL

RECOMMENDATION 6: TO FUNCTION EFFECTIVELY, A COLLEGIAL UNION MUST DEPEND ON A LIAISON AMONG THE BOARD OF TRUSTEES, THE INDIVIDUAL MEMBER INSTITUTIONS, AND THE CENTRAL ADMINISTRATIVE OFFICE. GOVERNANCE OF THE CCFL MUST BE BUILT INTO AND AMONG THE COLLEGES. TO DO THIS, THE APPOINTMENT OF AN INDIVIDUAL WHO WILL FUNCTION AS A DEPUTY DIRECTOR SHOULD BE MADE BY EACH INSTITUTION THAT DESIRES MEMBERSHIP IN THE CCFL. THIS LIAISON AGENT SHOULD SERVE AS A MEMBER OF AN OPERATIONS COORDINATING COUNCIL, THE DAY-TO-DAY, CONSORTIUM-WIDE AGENCY THAT WILL PROMOTE AND IMPLEMENT COOPERATIVE PROGRAMMING.

Over the last decade, the Executive Committee of the CCFL Board of Trustees attempted to perform important liaison roles within the consortium, but the conflicting nature of the president's dual role and the limitations of his own time and energy prevented him from stimulating a high degree of ""CCFL consciousness" among the various constituencies on his own campus. This vacuum was filled partially by the administrative staff of the central office, but this failed to make the cooperative ideal work in more than peripheral and superficial areas of concern to the member institutions. The problems of governance were too massive; faculty and staff members who were interested in and dedicated to the notion of cooperation were unable to mount more than temporary cooperative programs.

These problems will be alleviated to the extent that a system of governance can be built into and among the participating institutions. An Operations Coordinating Countil (OCC) is proposed to perform this liaison function on a day-to-day basis. Essentially, the OCC will assume certain liaison functions that formerly were the responsibility of the trustee Executive Committee.

The OCC should be viewed as the major link among the campuses and between the campuses and the central office. It should initiate proposals for programs from the colleges, facilitate the development

of programs, and guide the flow of appropriate decision making within and among the institutions. The following recommendations are made to clarify the nature of the Operations Coordinating Council and its membership:

6.1 *The OCC should include one staff person from each member college, and each representative should function as a deputy director. The OCC should be chaired by the executive director.*

6.2 Who should function as deputy director on each member campus has been the subject of considerable discussion. The chief academic officer seems to be ideally suited, but it has been argued successfully that he is already overburdened with responsibility, and this would do little more than transmit some of the problems the presidents have as trustees to another group. *It is recommended that the deputy director be a faculty member or administrative officer who reports to the president and functions in a consultative capacity to the chief academic officer.* In those instances where a proposed CCFL program might require allocation of resources which the academic officer would want allocated to other programs, the president should mediate. Besides providing the president with a second control potentiality beyond the annual CCFL budget approval, this also will require the president to make certain institutional decisions regarding the relationship that his college or university has with the CCFL.

6.3 *The primary function of a deputy director should be to make cooperation work on his own campus. He should have access to the chief academic policy committee, administrative planning and decision making councils, and the board of trustees on his home campus. He also should have excellent working relationships with students, and should have good standing among members of the faculty. Faculty status is recommended.*

6.4 Membership on the OCC is to be more than a casual commitment. It is involvement in the core of CCFL administration and program development. *The individual who is appointed to function as deputy director on each campus should devote a substantial portion of his time, preferably one half, to his college's relationship with the CCFL.*

6.5 *Each deputy director should have specific program responsibilities within the CCFL and beyond his own immediate campus.* These program responsibilities should be derived from identified strengths of the member's home institution, his own unique talents and interests, and should be related to established CCFL program priorities.

6.6 *The deputy directors should meet frequently and regularly with the executive director, and they should function as extensions of his staff.* The executive director must concur with the president's appointment of a deputy director for each one year term. Each deputy director will understand at the outset that his effectiveness will be one of the factors to be considered when the president and the executive director review the year's work.

THE INTRA-INSTITUTIONAL COORDINATING COMMITTEES

RECOMMENDATION 7: THE OPERATIONS COORDINATING COUNCIL MUST HAVE AN EFFECTIVE COUNTERPART AT EACH MEMBER INSTITUTION. TO FULFILL THIS NEED, AN INTRA-INSTITUTIONAL COORDI-

NATING COMMITTEE SHOULD BE ESTABLISHED AS THE INSTITUTION'S PLANNING AND IMPLEMENTATION AGENCY FOR COOPERATIVE PROGRAMMING.

The Intra-Institutional Coordinating Committee at each institution should be chaired by the campus deputy director, and its membership should be drawn from a wide range of representatives. While the size of the committee's membership should be determined by each institution, heavy involvement from faculty members and students should be attained.The president and chief academic officer of each institution should serve as *ex officio* members of the committee.

The Intra-Institutional Coordinating Committee should function as the central CCFL planning, policy, and implementation body on each campus. Meetings of the committee should be regular and frequent enough to carry on the responsibilities that will be assumed by it. All proposals for cooperative programming that require institutional action should be received by the committee and directed through appropriate decision-making channels. The committee should play a leading role in promoting campus information about educational opportunities that exist among the participating institutions, and it should maintain a current resource file for the benefit and use of students and faculty advisors. It should supervise such cooperative arrangements as faculty exchange, student exchange, and a CCFL credit bank. The committee should make an annual written evaluation of the institution's involvement in cooperative programs and the progress that has been made in meeting established cooperative commitments, should propose new programs, and should recommend the termination of commitments that are not judged to be productive. In consultation with appropriate institutional officers, the committee should undertake cost-benefit studies and should prepare, review, and pass on the college's portion of the annual CCFL budget prior to its formal submission to the CCFL executive director and the board of trustees.

It is anticipated that the Intra-Institutional Coordinating Committee on each campus will play an important role in guiding the development of a program committee structure within the CCFL. The administration of CCFL program priorities will require either formal or informal arrangements by which representatives from participating colleges can carry out the functions of planning, implementation, and evaluation. Some cooperative activities will be temporary measures while others will grow into full-blown programs that require a heavy commitment of human and financial resources. Regardless of purpose and duration, each cooperative program will require formal leadership, and most will need to be served by the deputy directors and staff members from the central office.

It is within the Intra-Institutional Coordinating Committee and the CCFL program committees that voluntary cooperation will take on substance, will work or fail. It is significant that these basic levels of governance in the CCFL also afford the greatest opportunity for full participation among faculty members, students, and administrative officers.

OTHER ORGANIZATIONAL CONSIDERATIONS

MEMBERSHIP COMMITMENT

RECOMMENDATION 8: THE BOARD OF TRUSTEES OF EACH INSTITUTION SHOULD

MAKE AN INITIAL CCFL MEMBERSHIP COMMITMENT FOR THREE YEARS. THIS COMMITMENT SHOULD INVOLVE FINANCIAL SUPPORT OF THE CCFL CENTRAL OFFICE AND THE CAMPUS DEPUTY DIRECTOR.

A collegial union must gain momentum before its success or failure can be ascertained. The benefits of voluntary cooperation are cumulative, and an ample amount of time must be given for testing and experimentation.

NAME AND LOCATION OF THE COLLEGIAL UNION

RECOMMENDATION 9: THERE ARE NO CLEAR ADVANTAGES TO CHANGING THE NAME OF THE COLLEGE CENTER OF THE FINGER LAKES, AND IT SHOULD BE CONTINUED. THE LOCATION OF THE CENTRAL ADMINISTRATIVE OFFICE SHOULD REMAIN IN CORNING, NEW YORK, WHERE FACILITIES ARE PROVIDED AT NO COST TO THE MEMBER INSTITUTIONS.

Since its inception in 1961, the cooperative association has been known as the College Center of the Finger Lakes. Among the nation's voluntary consortia, the CCFL has become well known for certain kinds of cooperative programming. Two national conferences on voluntary cooperation have been sponsored by the CCFL, and a number of CCFL publications on the subject have received national distribution. The CCFL also has become well known among numerous state and private funding agencies; a change in name might diminish the association's continuing ability to attract external financing for cooperative programs.

The geographical distance between CCFL member institutions and the central office has been a continuing issue whenever the question of membership and facility usage is raised. Elmira College and Corning Community College are the two closest member institutions, the distance between them being 18 miles. St. Bonaventure University and Hartwick College are separated by more than 200 miles.

The distance between member institutions need not be a central issue. Certain kinds of programming, such as day-to-day student exchange, are probably unlikely on a significant scale, although distance has not prevented faculty members and students from traveling two hours or more to use the research and teaching vessels of the CCFL's Finger Lakes Institute. The presence of an Institute vessel in Key West, Florida, and the marine biology course that was offered there in January of 1971 amply demonstrate that the CCFL theoretically can exist anywhere in the world.

A COMMUNICATIONS SYSTEM

RECOMMENDATION 10: TO PROMOTE EASY COMMUNICATION, AND THEREBY DIM-

INISH THE PROBLEM OF WIDE GEOGRAPHICAL DISTRIBUTION AMONG THE COLLEGES, A WATS LINE TELEPHONE SYSTEM, HAVING AMPLIFICATION CAPABILITIES, SHOULD BE ESTABLISHED TO LINK THE MEMBER COLLEGES AND THE CENTRAL ADMINISTRATIVE OFFICE. IN ADDITION TO ENCOURAGING STUDENTS, FACULTY MEMBERS, AND ADMINISTRATIVE OFFICERS TO HAVE EASY ACCESS TO EACH OTHER FOR COMMITTEE AND OTHER MEETINGS, THE TELEPHONE SYSTEM SHOULD BE USED AS AN INSTRUCTIONAL TOOL. A VARIETY OF CCFL NEWSLETTERS ALSO SHOULD BE CONSIDERED.

The most difficult problems to solve in any organization are those which have to do with information: its creation, sharing, relevancy, and impact on operational programs and human attitudes. These problems are more than compounded by nine within a cooperative association like the CCFL. The geography that separates the institutions makes communication among them one of the most urgent CCFL needs.

The creation of adequate information vehicles has been a constant challenge within the CCFL over the last decade. Attempts to improve communication took the form of a CCFL calendar of events, a scholarly journal, reports on various cooperative programs, an annual summary report of CCFL activities, and the publication of a newsletter. Each of these services shared the common limitation of being printed materials after the fact of events and issues. Also, criticism has been made that many CCFL publications were undertaken merely for the sake of prestige or for promotional use for mailings to foundations, corporations, and other sources of financial support. Unquestionably, the CCFL needs such materials to stimulate interest and financial support from external agencies, but service to member institutions should be the primary goal.

The publication of a monthly newsletter should be continued if it accurately reflects the current thinking and progress of students, faculty members, and administrative officers who are engaged in cooperative programming. Newsletters for students and faculty members in the humanities, social sciences, and natural sciences also might be developed as a way of sharing information and stimulating thinking about cooperative programming within and among the disciplines.

The creation of a CCFL WATS Line Telephone System should become the most significant means for improving inter-campus communication. Such a system could eliminate the inefficient use of time as it simultaneously promotes easy access among the institutions. Many excellent ideas for cooperation were only partially fulfilled in the past because frequent travel came to be required of participants. Planning sessions are extremely important, but excessive travel to committee meetings adds an unnecessary burden on participants. Amplified telephone techniques could stimulate academic program experimentation; a seminar or lecture at one institution could be shared among all institutions, and the participants could have equal access to classroom conversation and discussion.

CHAPTER THREE

THE DIMENSIONS OF ACADEMIC LIFE

The purpose of this chapter is to identify the dimensions of educational resources that exist among the CCFL member institutions and to consider these resources from a consortium viewpoint. Resources are discussed in seven areas: Degrees, Degree Requirements, Undergraduate Areas of Concentration, Accreditation, the Academic Calendars, Changing Trends in Academic Life, and Distinctive Program Features.

DEGREES

A wide range of certificates, diplomas, and degrees are available to the more than 18,000 students who are enrolled in the nine CCFL member institutions. Certificates and diplomas are offered by Corning Community College, and associate degrees are awarded by Cazenovia College, Corning Community College, and Elmira College. All nine institutions except Cazenovia College and Corning Community College offer bachelor's degrees. Alfred University, Elmira College, Ithaca College, and St. Bonaventure University award master's degrees, and Alfred University and St. Bonaventure University each offer the Ph.D. degree in a single field. The combined student enrollment is shown in Appendix B, and the distribution of degree offerings among the institutions is reported in Appendix C.

CCFL institutions awarded 3,323 degrees at all levels in the 1968-69 academic year. These included 490 associate degrees, 2,502 bachelor's degrees, 323 master's degrees and eight doctorates. The number of degrees increased to 3,581 in 1969-70. Associate degrees numbered 713, bachelor's degrees 2,468, master's degrees 395, and doctorates 5. Combined degrees awarded by the CCFL colleges by general field of study are shown in Appendix D.

DEGREE REQUIREMENTS

A comparison of degree requirements at the baccalaureate level reveals that most of the institutions are tending to move in similar directions and that these directions are largely to be found at the forefront of emerging national trends. A lessening of specific requirements for the bachelor's degree is evident. All have eliminated the foreign language requirement with the exception of Corning Community College for the A.A. degree; the School of Music at Ithaca College; and the School of Arts and Sciences at St. Bonaventure University. Hobart and William Smith Colleges have eliminated all formal requirements.

Distribution requirements vary within the institutions, but even this traditional concern for requiring breadth in the curriculum is giving way to flexibility and a system of student electives. The physical education and/or military science requirement also seems to be passing from the scene. Only Alfred University, Elmira College, and Hartwick College require some form of experience to fulfill this requirement. The residency requirement has undergone modest revision. Most of the institutions have limited this requirement to the senior year and a minimum number of credits earned at the institution. Hobart and William Smith Colleges have a three-year residency requirement.

Most other degree requirements are unique to the program of each institution. At Elmira College and Keuka College field experience is required. At Alfred University and Hartwick College student participation in on-campus and off-campus study during interim terms is required a certain number of times in the four-year program.

Heavier emphasis on degree requirements is evident at CCFL institutions that offer work at the associate degree level. There is some significance in discovering that general education requirements at the two-year institutions continue at a rather high level while the same requirements have been modified or even terminated at the four-year institutions. For those students whose formal higher education will terminate with the associate degree, there may be some reason to believe that required general education courses are necessary to complement work in vocational and para-professional areas. However, the traditional emphasis on required general education courses for students who will continue their higher education beyond the associate degree suggests that a cultural lag may exist between what the two-year institutions expect their students must have to transfer and what the four-year institutions do, in fact, require. Since many of the transfer students from the two-year colleges attend state institutions, this may, instead, reflect an accurate expectation on the part of the two-year college; requirements within the New York State system have tended to be numerous and specific, although it may be anticipated that the national movement toward flexibility will also influence these institutions.

An inventory of institutional requirements for associate and baccalaureate degrees is shown in Appendix E.

UNDERGRADUATE AREAS OF CONCENTRATION

Seventy undergraduate fields of study are offered by the CCFL institutions. Some are quite specialized and vocational in value. Most include the traditional liberal arts fields of study. A number are broadly based and have an interdisciplinary focus. The undergraduate areas of concentration offered by each institution are shown in Appendix G, and combined undergraduate enrollment by subject area for all CCFL institutions is shown in Appendix H.

ACCREDITATION

All institutions are chartered by the University of the State of New York and are members of the Middle States Association of Colleges and Secondary Schools.

A number of the institutions also are accredited by professional societies. Ithaca College is accredited by the National Council for the Accreditation of Teacher Education, the National Association of Schools of Music, the Middle Atlantic Association of Colleges of Business Administration, the Council on Medical Education and Hospitals of the American Medical Association, the American Physical Therapy Association, and the American Chemical Society. Hartwick College and Hobart and William Smith Colleges also are accredited by the American Chemical Society. Alfred University, Corning Community College, Hartwick College, and Keuka College are accredited by the National League for Nursing, and Alfred University is accredited by the Engineers Council for Professional Development.

THE ACADEMIC CALENDARS

Educational opportunities for cooperative programming depend on a system of relatively compatible academic calendars among the institutions. While special arrangements often can be made to allow students to participate in programs at institutions that have academic calendars which differ from its own, a low degree of compatibility will prevent most students from having access to the educational resources that exist among the member institutions.

The starting and ending dates of academic semesters and terms vary among the member institutions, but some degree of compatibility in the length of terms does exist. Alfred University, Corning Community College, and Cazenovia College operate on what has become popularly called the 4-1-4 calendar. This calendar consists of two terms of thirteen to fifteen weeks in the fall and spring of the year, with an interim period of three to four weeks during the month of January. Keuka College and

Hartwick College share a generally similar calendar of three ten-week terms in the fall, winter, and spring, with interim periods lasting five and three weeks respectively in November and December. Ithaca College and St. Bonaventure University currently operate on a traditional two-semester calendar, with each semester lasting fifteen weeks.

Elmira College and Hobart and William Smith Colleges each has its own distinctive calendar. Elmira College operates on two long terms of twelve weeks in the fall and winter and one short term of six weeks in the late spring of each year. Hobart and William Smith Colleges operate on a three-term calendar, each of which lasts ten weeks. A diagram of the academic year calendars for the member institutions is shown in Appendix F.

A high degree of compatibility exists throughout the year among Alfred University-Corning Community College-Cazenovia College; Hartwick College-Keuka College; and Ithaca College-St. Bonaventure University. Careful planning and a willingness to make special provisions for students who wish to study at institutions other than their own could lead to student exchange during long terms. The potentials for this cluster in the following manner: Alfred University-Cazenovia College-Corning Community College-Ithaca College-St. Bonaventure University. A second cluster would include Elmira College-Hartwick College-Hobart and William Smith Colleges-Keuka College. By combining long terms with interim terms, another cluster also could include Hartwick College and Keuka College. Despite this general flexibility, compatibility with other CCFL colleges might be considered when a member institution considers a calendar change.

CHANGING TRENDS IN ACADEMIC LIFE

There is a decided move in some CCFL institutions away from the traditional, structured approach to the four-year college period toward an individualized, self-structured curriculum which may take more or less than the traditional time period. This is accompanied by a move away from traditional grading systems to evaluation of passing work (either as pass, or letter grade, or written evaluation) coupled with no credit for failure, rather than the grade of F. There also is a move away from discipline-oriented courses towards interdisciplinary offerings (sometimes simply added to the existing offerings) and from faculty prescribed content to student requested content. All of this seems to be viewed with a certain reservation on the part of the faculties.

The trend might best be described as a loosening of traditional structure and a tendency toward a multi-patterned approach. It should be borne in mind that highly structured programs still exist in many of the institutions that have shifted significantly toward unstructured learning. These programs are prescribed by external accrediting agencies or they seem to represent the best training for professionals in the subject area (e.g., music, physical therapy). Thus, it is not unusual to find many degrees of structure at a single institution.

Alfred University. The trend is toward a liberal advanced placement policy, flexible transfer and re-entry procedures, and a flexible time schedule. There is an increase in individualized programs (student-adviser constructed) and a decrease in specific distribution requirements. A growing em-

phasis on student performance rather than a calendar period as the signal for course completion is evident. Commitment to associate degree transfer students and to the inherent value of that credit also is evident.

Cazenovia College. Performing arts programs (theatre, music, dance) have grown and technical programs have been reduced. More student-requested courses are being offered. There is an increase in interdisciplinary offerings, independent study opportunities, and use of the "mini course" for short exposures to specific subjects.

Corning Community College. Selective admissions has been replaced by an open door policy, and student attrition has been reduced significantly. There is an emphasis on psychological education, on credit by examination, and on independent study. In the future, course withdrawal will carry no penalty, and the number of pass/fail courses will be increased. Greater emphasis also is being placed on audio-tutorial teaching.

Elmira College. The academic trend is toward qualitative development in the curriculum, based on an identification of student performance criteria and on an efficient cost/benefit rating. The learning center offers a wide range of techniques for individualizing instruction. There is an increased amount of self-paced instruction with grades based on performance objectives. Beginning in 1969, courses offered in the evening college became an added educational resource for day college students. About one-third of day college students utilize this resource in any long term. The mutual academic benefits resulting from mature and late adolescent students studying together have been observed though not yet evaluated.

Hartwick College. Hartwick College has developed liberal policies for evaluating credits that are submitted by transfers from two-year colleges. Flexible re-entry policies also have been developed. Prescribed requirements are giving way to fewer pre-stated graduation requirements. Course planning by the individual student in consultation with an adviser is increasing, as is the number of interdisciplinary offerings and the amount of independent and off-campus study. There is a trend toward multiple methods of evaluation (letter grades may be supplemented with written comments), and the record of failure is being eliminated. A concerted attempt is being made to find mechanisms for breaking down the artificial barrier between in-class and out-of-class learning.

Hobart and William Smith Colleges. The trend is toward a stronger advisory system (as evidenced by the new freshman tutorial program), and an increasing number of interdisciplinary courses are being offered. The degree program is becoming a flexible three to five-year program, with graduation no longer based on a credit hour system, but rather on an assessment of a student's readiness to complete his college training.

Ithaca College. College-wide prescribed requirements have been replaced by no prestated requirements except by the academic departments. There is an increasing number of interdisciplinary offerings and a greater emphasis on experimental offerings. The system of passing grades/no record (elimination of record of failure) is being considered, and a general studies program with no specified major has been introduced.

Keuka College. There is a tendency away from prescribed majors to student-initiated and planned majors, coupled with a program of individual studies. Specified course completion is giving way to measured competencies. The timing of the college experience is becoming more flexible. The 20-year-

old field experience is being modified and improved as a vital part of the academic program, and traditional grading is being replaced or supplemented by written evaluation of student performance.

St. Bonaventure University. A reduction in the religion and philosophy requirement has helped to make the curriculum more flexible. Revisions are being made in all majors and in institutional requirements. The university also is undergoing a rearticulation of institutional goals.

DISTINCTIVE PROGRAM FEATURES

The academic program of each member institution is unique, from the standpoint that it represents the current best thinking of its faculty members and reflects the purposes and basic mission of the college. Beyond the individual disciplines, the shape and form of the general curriculum, the academic calendar, and the policies that regulate academic life, there are additional features within the institution that are distinctive. These features often are behavioral, but they occasionally take the form of a unique physical facility, such as a museum. Many of these features have reached maturity, while others are in an early stage of development. Distinctive features are found usually within a single institution, but there are a number that have emerged within several of the CCFL institutions. Not all are original, but each is to be viewed as a creative attempt to design new forms of educational experiences.

INTERDISCIPLINARY COURSES

There is evidence that a growing number of academic programs are designed to focus on problems that require more than the power of a single discipline. While interdisciplinary courses are hardly new to academia, the emergence of team-teaching strategies and field studies are requiring greater numbers of students to apply a variety of methods and areas of knowledge to the study of complex human and natural scientific problems.

PEER LEARNING

The use of upperclassmen in laboratories, student-operated courses and projects during interim and field terms, and tutorials organized by students are several examples of peer learning within CCFL institutions. Students are employed as tutors for disadvantaged students under HEOP programs at Corning Community College, Keuka College, Elmira College, Ithaca College, and Hobart and William Smith Colleges. At Hartwick College, a number of students have participated as teachers in the December Term Interdisciplinary Program, and at Elmira College there is a Senior Fellow Program that enables a student to earn one unit of credit per term by functioning in the role of instructor, under the general supervision of a faculty member.

Fellows have worked also in writing clinics, discussion sessions, and laboratories at Elmira College. A similar program at Hartwick College is the Saxton Fellowship Program. Departments are encouraged to select a student to serve as a Fellow for an academic year. He helps with review sessions, grades papers, and orders materials for the library. At Ithaca College, juniors and seniors work as laboratory supervisors, and in some instances they have been called teaching interns. At Hartwick College, science students service laboratories as part of their major program. Upperclassmen at Keuka College assist in student advising, and Hartwick College plans to develop a major program of student participation in advising.

FIELD EXPERIENCE

Field study is perhaps the most distinctive program feature within many CCFL colleges and its importance is growing. The common goal is to combine theory and practice by enabling students to carry classroom learning into an off-campus environment that requires them to deal with relatively uncontrolled experiences. Field study can be an enriching experience, and the student is able to return to the campus with new understandings, insights, and applications.

All CCFL institutions provide courses that build field experience into the regular academic semesters. Some institutions operate their own field studies programs away from the campus for a semester or more, and certain of the institutions are able to place their students in field semesters that are sponsored by other agencies and educational organizations.

The short interim term has become a heavily used means for providing students with field experiences at Alfred University, Cazenovia College, Elmira College, Hartwick College, and Keuka College. Keuka College has sponsored a field term for more than twenty years. Cooperation among the CCFL institutions that have interim or short terms in their academic calendars could be accelerated. The shortness of the term and the fact that students are involved in only one course makes the interim term an excellent and logical place to begin intensive cooperative course planning and student exchange.

An inventory of field study patterns within the member institutions is shown in Appendix J of this report.

INDEPENDENT STUDY

Opportunities for independent study are identified in the catalogues of Alfred University, Cazenovia College, Elmira College, Hartwick College, Hobart and William Smith Colleges, Ithaca College, and Keuka College. Policies and procedures vary widely among the CCFL institutions, but increasingly this mode of education is seen as one of the best ways to individualized instruction outside the system of formal course offerings.

FRESHMAN SEMINARS

Growing attention is being given to the quality of the freshman year experience. In the past, there has been some duplication in subject matter between the secondary school experience and the freshman year of college. To avoid undue duplication and to meet students' expectations for the undergraduate experience, new approaches have been developed. Elmira College has designed a required interdisciplinary course for the first and second terms of the freshman year. This experience is followed by a period of independent study in the third term. Each student devotes this final six-week term to intensive study of a topic that is planned under the supervision of a preceptor.

STUDENT ADVISING

The four-year colleges have patterns of academic advising based on the use of faculty members as advisers and on the concept that students should have ultimate responsibility for completing graduation requirements and designing their educational programs. The manner in which advisees are assigned to advisers varies, but an attempt is made to provide selected advisers for in-coming students and advisers in major fields for upperclass students. Support services, such as counseling or guidance systems, range from a well defined counseling center with a resident psychologist to a series of administrative procedures. Hobart and William Smith Colleges have planned a freshman tutorial program with the view that it will strengthen the advising program.

In the two-year colleges, the advising programs are better defined and they also possess support areas. Corning Community College is exemplary for its organization of counseling and advising. The Office of Admissions, Advising, and Counseling directs and administers an elaborate program of advising services that are designed to help students from a point prior to their admissions through their status as alumni.

The general trend among the institution toward more flexibility and student choice will place an increasing burden on academic advising. Better information dissemination is needed and could be improved by providing students and faculty advisers with a CCFL Inventory of General Academic Programs each year. There also is a continuing problem of inducting new faculty members into the advising process. Exemplary models from within the member institutions might be communicated throughout the CCFL. A cooperative study of the entire problem of academic advising might be undertaken, and consideration could be given to the feasibility of making better use of upperclass students in the advising process.

THE EVALUATION OF STUDENT PROGRESS

The basic grading program at most CCFL colleges is the traditional A through F standard. However, varying options for pass-fail grading are in existence. Elmira College has its entire freshman year patterned on a pass-fail grading system, and it permits upperclass students to elect one course per term on the same basis. Hartwick College has substituted an N (no credit) for the F letter grade and

has instituted written evaluations on student transcripts in addition to letter grades. The most common pattern is to restrict pass-fail options to students with a superior grade point average. Hobart and William Smith Colleges utilize a competency idea; grades are recorded on a student's transcript only in those areas in which he has evidenced basic competency. Students may choose to be graded on an A. B. C. D. scale or a credit basis (no failures recorded).

Few of the colleges use any kind of external evaluation or standardized testing. Hartwick College and St. Bonaventure University permit the various departments to require the Graduate Record Examinations or comprehensive examinations. Elmira College has begun a program of comprehensive examinations in certain disciplines.

Most colleges accept advanced placement examinations for in-coming students. Most colleges also use some form of proficiency examination. Alfred University sponsors the Challenge Program, which enables students to place out of formal courses if proficiency examinations are passed successfully.

Other methods for evaluating students are limited to specific programs within the colleges. Portfolios or recitals frequently are required within areas when performance is essential to course requirements.

The continuing evaluation and certification of students' academic work are a vital element in the teaching-learning process. Hartwick College currently is involved in an evaluation project that includes a number of colleges across the nation. Their experience could be shared among the CCFL institutions.

MUSEUMS

Distinctive museums exist on the campuses of Alfred University, Ithaca College, and Hartwick College. The Steinheim Museum at Alfred University is the oldest collegiate museum in the country. It has been closed for about ten years, and its collection has deteriorated sadly. The university has completed the first stage of a development process to revitalize the museum, and its collection has been catalogued and temporarily stored. In the future, the university will repair the building and arrive at a new use for the museum.

The Ithaca College Museum of Art was established in 1966 to present a diversified and active exhibition program. The original purposes were to share with the public the college's collection of primitive and contemporary art, to promote interest in a variety of art media, and to stimulate new directions in art. The museum also has recognized local artists and exhibited their works.

In addition to its exhibits, the museum provides an important service by making available documentation. The museum is nationally known through such exhibition catalogues as *New York Crafts 1700-1875* and *Henry Walton: 19th Century American Artist.* The museum has received support from the New York State Council on the Arts, which has enabled it to fill the position of museum registrar and to conduct a museum training program for undergraduates.

Major emphasis has been on Primitive and Folk Art from Latin America, Oceania, Africa, and India. Long-term loans of Pre-Columbian, Oceanic, Southeast Asian, and African art objects have enlarged the exhibition program. Contemporary graphics, drawings, and sculptures of modest scale are included.

Displays are located throughout the campus as well as at the museum. Objects not on display are available for study or for loans to other institutions.

A film capitalizing on the exhibitions, "The Innovative African Sculptor," was produced in 1969 and is available for loan. The museum plans to develop an educational film series that would include films of ethnic dances and ceremonies relating to objects in its collection.

At Hartwick College the Yager Museum is dedicated to the study and understanding of the American Indian. It was made possible by the interests of Willard E. Yager in historic and prehistoric Indian cultures, and especially those of the geographic region known as the upper Susquehanna River area. Benefits accruing from endowment funds provided by the Yager family sponsor exhibits, permit research, including archeological excavations, and make possible publications which are dedicated to increasing knowledge of American Indians.

The museum has had other sources of funds, including the New York State Council on the Arts, whose contributions have made possible expansions in museum facilities and presentations.

The several collections which are of particular importance include the Upper Susquehanna Collection, which is the core collection. The Rowan D. Spraker Collection is composed mostly of projectile points (spear or arrow heads) and other stone and bone tools, both regional in distribution and from the West. The Rev. Clifford Beach and the Leland Epps Collections are similar to the Spraker Collection. The Furman Collection represents Central and South American high cultures, including Inca, Maya and Aztec materials. The Ralph A. Sandell Collection contains material from the cultures of the peoples of historic and prehistoric highland Ecuador, together with materials from the tropical forest tribes. The Adequantaga Collection and the Pebble Tool Collection are still being developed as a result of continuing research in the Oneonta area. The Pebble Tool Collection (from Mid-Wisconsin glacial gravels in this region) is of particular interest because of the seeming antiquity of the stone tools dating from 30,000 to 14,000 years B. C.. Four of the collections have catalogues.

CHAPTER FOUR

ACADEMIC PROGRAMS

Chapter Three identified the dimensions of academic resources. The purpose of Chapter Four is to recommend future directions for cooperative academic programming among CCFL institutions. The chapter discusses resources and future directions in five areas: The CCFL Student Exchange Program, the Academic Disciplines, Interdisciplinary Programs, Graduate Programs, and Faculty Development Programs.

THE CCFL STUDENT EXCHANGE PROGRAM

Attempts have been made over the last decade to develop an exchange program that would enable students to have access to the educational resources that exist on the individual campuses. A consortium-wide exchange program has not been achieved, however, and individual instances of student participation in common courses have been few in number. The CCFL's Finger Lakes Institute has offered summer aquatic courses for CCFL students since 1967. In January of 1971 students from Wells College and Alfred University enrolled in a marine biology course in Key West, Florida, that was jointly sponsored by Alfred University and the Finger Lakes Institute.

RECOMMENDATION 11:A A STRONG AND ACTIVE STUDENT EXCHANGE PROGRAM SHOULD BE ESTABLISHED AMONG CCFL MEMBER INSTITUTIONS. TO ACHIEVE THIS GOAL, A NUMBER OF FACILITATING STRATEGIES ARE RECOMMENDED.

11.1 *An inventory of the general academic programs of the member institutions should be updated and circulated to students and faculty advisers each year so that all will know what resources are available at each institution.*

11.2 *Compatibility with other CCFL colleges is strongly urged when a member institution considers a calendar change.*

11.3 *To promote students' free access to academic programming among the institutions, a Credit Bank or Credit Pool should be established.* Such a plan might consist of the following dimensions: the *monetary* value for a standard unit of instruction would be agreed to, but this would not require the institutions to standardize the unit value of "a course" on each campus. At its own unit value per course, each institution would "bill" the home institution for the number of credits earned by each visiting student. Initially, all institutions would agree to place a given number of standard units of instruction in the Credit Bank, perhaps having a total theoretical value of $50,000. A three- or four-year pilot period might be agreed to, after which time each institution's "credit status" would be reviewed. Imbalances among the institutions could be corrected by direct financial payments. Or, imbalances may be rectified through one-way faculty exchange for a time or through contributions of administrative services. Thereafter, if found to be desirable, another time period might be agreed upon and the Credit Bank would continue to function. The Credit Bank could be supervised collectively by the CCFL deputy directors on the campuses.

11.4 *Coursework taken by students at member institutions should be considered as work taken at the home institution. This includes quality points, residence requirements, and major requirements.*

11.5 *Other than normal laboratory fees that might be required of students within each institution, no interchange of tuition or other administrative service fees should be required in the CCFL Student Exchange Program.*

11.6 *The geographical distance between the institutions prohibits easy student exchange on a day-to-day basis. Student exchanges should be designed to last at least one month, with a term or longer being the norm.*

11.7 *Cooperation among the institutions that have interim or short terms in their academic calendars should be accelerated.* The shortness of the term and the fact that students are involved in only one course makes the interim term an excellent and logical place to begin intensive cooperative course planning and student exchange.

THE ACADEMIC DISCIPLINES

BACKGROUND

Cooperation among CCFL faculty members has existed for more than eight years. The focus of cooperation has varied from program to program, but most activities have served the common purposes of stimulating inter-campus relationships among colleagues from similar disciplines, increasing opportunities for interdisciplinary contact, and promoting the exchange and sharing of information about methodological and philosophical developments in the disciplines.

For the last five years, large numbers of faculty members from common disciplines have participated in colloquia and seminars under the CCFL Academic Discipline Seminars program. The College English Association has attracted the English faculty from 45 New York State colleges and universities

to meet annually over the last six years for an afternoon and evening conference. The CCFL Science Committee has been in existence for seven years. Faculty members from the disciplines of biology, chemistry, geology, and physics have met on occasion to explore cooperative programming, including ideas that led eventually to the development of the Finger Lakes Institute. For five years, the CCFL Foreign Area Seminars program has enabled faculty members from a wide range of disciplines to participate in seminars on Non-Western cultures and to find ways of bringing a greater Non-Western emphasis to the liberal arts curriculum. Social scientists have met for more than two years to explore the possibility of developing special curricular innovations in their disciplines, with a particular emphasis on interdisciplinary models.

During the 1970-71 academic year, the CCFL education faculties designed a Cooperative Approach to Student Teaching project that aims to provide student teachers with model public school classrooms and to provide techniques that will help them objectively to observe and modify their own teaching performances. During the latter part of the 1970-71 year, 27 faculty members representing the humanities, the social sciences, and the natural sciences, were selected to participate in planning a broadly-based environmental studies program for the whole consortium.

For the most part, the early attempts to involve faculty members from common and similar disciplines achieved the broad purpose of stimulating inter-campus contact, but few proposals for cooperation among common disciplines found their way back to the classroom.

In Stage I of the CCFL Self-Study, background papers on every discipline were prepared by the nine institutions. Thereafter, a representative from each discipline was appointed to serve on the Stage II Task Force on the Academic Disciplines. The task force was asked to identify the total resources that exist in the disciplines and to recommend ways in which these resources can be brought together to effect significant educational programming across the consortium. To accomplish this goal, each task force member analyzed the nine institutional background papers that were prepared on his discipline. On the basis of the evidence that he had at his disposal, he arrived at conclusions about the strength of resources in the discipline. He also catalogued ideas for cooperation in the discipline and, on the basis of the background papers, advanced his own recommendations when these seemed to be justified.

The work of the Task Force on the Academic Disciplines was limited by three factors. The task force discovered that the background papers on the individual disciplines were uneven in quality. Most of the papers were excellent; resources were identified in a comprehensive and penetrating manner. But a number of the papers were superficial, leaving the task force in the difficult position of having to make important value judgments on the basis of limited evidence. The absence of few truly objective standards for performing both qualitative and quantitative analysis made the task force reluctant to make strong statements about the specific weaknesses and strengths of resources within each discipline. It was possible to make comparisons on the basis of numbers and experience of faculty members, breadth of course offerings, physical facilities, library resources, and opportunities for professional development within the discipline, but for the most part task force members had to base their value judgments on the evidence that was provided in the background papers. A third limitation was clearly beyond the control of the task force. The task force realized that the presence or absence of certain resources bear no necessary relationship to the way in which these resources are used in the service of students. Student comments were solicited in the preparation of individual background papers in Stage I of the self-study. These comments were helpful, but it could not be assumed that they were broadly representative.

Given these limitations, the following statements on the academic disciplines are offered in the hope that they will stimulate thinking about cooperative programming in the months and years ahead.

RECOMMENDATION 12: NUMEROUS RECOMMENDATIONS HAVE BEEN MADE FOR COOPERATION AMONG SIMILAR AND CLOSELY-RELATED ACADEMIC DISCIPLINES. FACULTY MEMBERS, STUDENTS, THE DEPUTY DIRECTOR, AND THE INTRA-INSTITUTIONAL COORDINATING COMMITTEE ON EACH CAMPUS SHOULD ASSUME DIRECT RESPONSIBILITY FOR PROMOTING INTEREST IN COOPERATION AMONG THE VARIOUS DISCIPLINES.

THE HUMANITIES

For the purposes of the self-study, the humanities disciplines are identified as art, dance, English, languages, music, philosophy, religion, and theatre and speech. The identification of these disciplines as "the humanities" is an arbitrary distinction that is made by most American colleges in the interest of curricular organization. Beyond the felt need to arrange fields of knowledge and study for administrative purposes there is the assumption that all arts and science disciplines are or ought to be person-centered and therefore essential to a liberal education.

Apart from the excellent recommendations that are contained in the individual background papers, there are several general recommendations for cooperation in the humanities disciplines.

12.1 *Ways and means should be sought to gather representatives from all campuses, meeting by discipline under CCFL sponsorship, into colloquia for the purpose of reviewing the state of the discipline and to identify areas of cooperation and the means of achieving it. A student exchange program also should be developed. The administrative and financial obstacles can be easily diminshed if there is the will to do so. Of particular concern is the need to facilitate the easy transfer of Cazenovia College and Corning Community College graduates into ongoing programs in the humanities programs among the four-year institutions. Faculty exchanges also should be undertaken on a highly individualized, as opposed to a categorical, basis.*

Within the humanities disciplines, six institutions are found to have overall strengths: Alfred University in studio art and German; Elmira College in dance, French, and Spanish; Hartwick College in Russian, Spanish, and religion; Hobart and William Smith Colleges in art history and American literature; Ithaca College in English literature period courses, music, philosophy (modern), and theatre and speech; and St. Bonaventure University in English literature *genre* courses, classical languages, philosophy (ancient and medieval), and religion.

Art. Among the CCFL colleges (with the exception of the professional programs in Alfred University's Division of Art and Design in the College of Ceramics, and at Ithaca College, and omitting St. Bonaventure University which has no art program) the art disciplines are included in the curriculum in order to enhance its total quality as a part of the liberal arts. Majors are available in each of the four-year colleges. Alfred University and Ithaca College offer professional programs in art leading to the B.F.A.

Alfred University stands pre-eminent in course offerings, except in the matter of breadth of studio experiences, where Elmira College excels. Ithaca College is especially intensive in painting and sculpture. Studio art also is emphasized at Hartwick College and Keuka College.

Art history is present in all the art programs, with varying numbers of courses offered under this rubric. Hobart and William Smith Colleges list the most courses in art history (13), with Elmira College closely following. Visual aids in this area, as well as in others, are being used extensively among the CCFL colleges.

General art appreciation courses are given only at Corning Community College and Keuka College, and commercial art exists only at Elmira College. Crafts courses appear only at Corning Community College and Elmira College. Corning Community College is unique in glass and glass engraving. Independent study opportunities are available at Alfred University, Elmira College, Hartwick College, Hobart and William Smith Colleges, and Keuka College.

There is a notable tendency toward an interdisciplinary emphasis, especially at Elmira College, Hartwick College, and Ithaca College. At the same time, there is an increasing stress on art as personal experience in an art medium.

Most of the art faculty at the CCFL institutions are young and of brief service. All but 8 of 38 faculty members have the master's degree in either art or fine art.

Adequacy in both library resources and general facilities is the prevailing characteristic, with the greatest strength at Alfred University. New art facilities are anticipated within the next year or two at Alfred University, Cazenovia College, Elmira College, and Hartwick College.

In addition to new facilities and normal curricular revisions, planned improvements include considerable staff expansion at Ithaca College, a movement toward more off-campus experiences at Hartwick College, and greater inter-college exchange. *The report on the discipline strongly urges greater uniformity among the colleges in matters of faculty load and student credit in art courses. It also outlines and analyzes areas of possible cooperation, including faculty and student exchanges, coordination of faculty and non-faculty resources, a center in New York City, central services for visual aids, and an upper level "CCFL term."*

Dance. The dance within the CCFL colleges is slowly emerging from under the protective wings of physical education. It is recognized as having cultural and educational importance and is beginning to take its place with other liberal arts disciplines.

Without exception, dance is offered by one-man departments. At Elmira College, Keuka College, Ithaca College, Cazenovia College, and Hobart and William Smith Colleges dance is the sole preoccupation of the one instructor. No majors or concentrations are offered in dance, and none of the colleges sponsors an entirely adequate dance program. Elmira College seems to have the most complete offerings in the discipline.

Recommendations for the discipline include the joint sponsorship and support of visiting artists in the dance on a rotating basis, block booking of a professional dance company each year, and expanded communication among dance faculty within the consortium.

English. Just as the humanities have a central place in a liberal arts program, so English (by which is meant rhetoric and literature in the English language) is a central discipline to the humanities. The incidence of course duplication among the CCFL colleges is therefore extreme, particularly in the lower level courses. Institutional specialization appears in the upper division offerings, and even at this level there is a degree of consistency among the CCFL Colleges.

Each of the CCFL colleges is doing good work in English to meet its particular needs, and each is doing as well as resources permit. Comparisons among the CCFL institutions show that Elmira College and Hobart and William Smith Colleges offer no freshman composition, and several of the colleges offer one or more courses in creative writing. Only five offer a general *genre* course, but there are 26 courses in the consortium on specific *genres* (general or by period). All but two colleges offer an English literature survey; in all, there are 78 courses in English literature, including duplications. Hobart and William Smith Colleges, with 36 listings, offer the most courses; Ithaca College lists 35, and Alfred University 32. Only six of the colleges offer specific Shakespeare courses.

Based on number of course offerings, Hobart and William Smith Colleges appear strongest in writing, *genre* courses, and American literature. Ithaca College appears strongest in English literature period courses, and St. Bonaventure University offers six of the nine English literature *genre* courses. St. Bonaventure University offers the only courses in Tennyson-Browning and in Shaw, Hobart and William Smith Colleges the only course in Austen, and Hartwick College the only course in Yeats and Joyce. The only specialized course on Mark Twain is taught at Alfred University. World literature is a strong sophomore offering at most of the institutions. Comparative literature is available only at Hobart and William Smith Colleges; Hartwick College is moving into the field. English methods is taught only at Alfred University (except as it may be taught elsewhere under the education rubric), and one must go to Corning Community College or Keuka College for children's literature. The short story as *genre* is given only at Corning Community College, Hobart and William Smith Colleges, and Keuka College.

A greater emphasis on interdisciplinary cooperation is evident at several of the colleges, and independent study opportunities are being developed where they did not exist before. Senior comprehensives, long an institution on some campuses, are being more widely used. Hobart and William Smith Colleges are reconsidering the basic organization of its offerings. On several campuses a greater use of taped materials is evident and multi-media presentations are being considered.

What this partial listing suggests is that within the consortium there is ample opportunity for the English major to branch out and enrich his specialty if cooperative arrangements can be worked out.

Languages. Curricula are being expanded or refined among the CCFL colleges, counteracting the trend that languages are dying in undergraduate education. Indeed, the present rethinking of the place of languages in the college curriculum within the CCFL appears to be a healthy readjustment.

Foreign languages are offered at all CCFL colleges, including majors in the classical and modern disciplines. The preparation of foreign language teachers is shared widely as a goal within the consortium.

In the classical languages, five of the colleges offer majors while the other four do not schedule any courses. St. Bonaventure University is strongest in the classics, in terms of staff and offerings, and Elmira College, Hartwick College, and Hobart and William Smith Colleges stand together with strong departments.

In modern languages, majors in French, Spanish, and German are available to undergraduates at all but the two-year colleges; a major in Italian is nowhere available within the consortium. Elmira College is strongest in French, Elmira College and Hartwick College are strongest in Spanish, Alfred University excels in German, and Hartwick College is strongest in Russian. Only Corning Community College, Elmira College, and Hobart and William Smith Colleges offer work in Italian. Elmira College alone provides study opportunities in the so-called exotic languages.

At Corning Community College an added goal is the vocational one of secretarial ability in the languages offered, and Cazenovia College also is moving to provide this opportunity.

The pursuit of a major in any of the languages involves deep study of the literature, as well as the spoken language, and research is expected. There is an increasing trend toward interdisciplinary links to other departments and divisions, and toward more courses which include history, culture, the arts, philosophy, and politics offered in translation. This trend seems to elicit a cordial student response.

Facilities and resources, including library, are generally considered adequate, although without exception the language departments hope for greater funding of library accessions in the field. Most have language laboratory facilities, with the most elaborate hardware available in the Learning Center at Elmira College.

CCFL-wide meetings of language faculties and consequent exchange of faculty, students, and material seem a promising possibility. In particular, the movement of students on a semester or year basis should be developed to take advantage of differing strengths within CCFL, and serious consideration should be given to a CCFL graduate program in languages.

Music. The basic objective of music in CCFL curricula is the non-professional one of offering courses and experiences as a component of a liberal education. The notable exception is Ithaca College which has professional and advanced professional degrees in music. Six of the colleges have a music major, and one reports no music program. Apart from Ithaca College, the greatest involvement appears at Alfred University, Hartwick College, Hobart and William Smith Colleges, and Keuka College, in that order. All the colleges make at least some music courses available to the non-major.

The colleges appear well staffed for their varied purposes and degrees of involvement, and the level of faculty preparation, experience, and versatility is impressive. Students and faculty are in general agreement on areas requiring improvement, and many point to a need to expand library holdings. A small growth in the number of majors is being generally experienced, and institutional plans feature new or expanded facilities for music at five of the colleges. Ithaca College, well served in facilities and resources, is considering adding a doctoral program.

Recommendations for the discipline include student and faculty exchange in certain specialized areas (for a term or even for a series of lectures), the development of more cooperation among performing faculty in recitals, ensemble work, and even a Finger Lakes Chamber Orchestra.

Philosophy. Concern with philosophy as a discipline is present in varying degrees at all the CCFL colleges. At most of the collges, courses have a humanistic focus on the individual and correspond closely to stated institutional objectives. Consistently, all seek to assist the student in the resolution of his ethical, intellectual, and spiritual problems, including the problem of identity.

Two institutions, Ithaca College and St. Bonaventure University, possess the strongest resources in the discipline. These institutions had in the 1970-71 academic year the largest staff, the largest number of course offerings, the largest number of majors, the most balanced programs in philosophy because they include the principle of extensiveness and the principle of intensiveness within themselves. Ithaca College stresses the systems and problems of modern philosophy, St. Bonaventure University stresses the systems and problems of ancient and medieval philosophy. In terms of its philosophical stress and goals, Ithaca College is the strongest from the side of subjective reflection and freedom; it emphasizes the mind of man in its contemporaneity. St. Bonaventure University, on the other hand, is the strongest from the side of objective discipline and from the side of ancient and medieval metaphysics. It emphasizes the Universal Mind as it has defined and conditioned itself primarily in the past.

Within the CCFL colleges, there were 108 philosophy majors in 1970-71, and this represents a steady increase over the past three years. This increase reflects a phenomenal growth in interest at Ithaca College (one major in 1968-69 to 50 in 1970-71). Excepting Ithaca College, the number of majors at the other colleges, has remained relatively constant.

Faculty resources for the CCFL colleges are satisfactory. About half the 28 faculty have the doctorate, and the average length of service is five years. The philosophy faculties together have an impressively wide range of teaching backgrounds, and research interests suggest an adequate level of scholarship.

Library resources are generally adequate for undergraduate study. Resources are strong at Alfred University and St. Bonaventure University, and they are stronger at St. Bonaventure University than at Ithaca College. Particular note should be made of the special archives and texts available at St. Bonaventure University.

There is a noticeable trend among the colleges toward developing more interdisciplinary offerings and programs, and more opportunities for independent study. Re-examination of present programs is endemic and the move to introduce new courses is common. The more advanced and specialized courses at most of the colleges appear to emphasize "the revolutionary and radical prophets of the nineteenth and twentieth centuries," and this is most evident at Ithaca College.

Exchange of faculty and students is an area for future cooperation. The principal recommendation is for the formation of a joint philosophy colloquium involving the faculty members in the discipline at all CCFL colleges. The special merit of such regular meetings is to add the qualitative dimension without which future effective cooperation cannot be developed.

Religion. This discipline is well represented among the CCFL colleges. Seven offer courses in the field. St. Bonaventure University, Hartwick College, and Hobart and William Smith Colleges have the greatest breadth of course offerings and appear to have the strongest departments. At most of the colleges, a high proportion of the courses listed was taught during the 1970-71 year. There is a singular spread of courses among the colleges, with very little duplication.

The study of Judaism seems generally neglected, except in courses on comparative religions. Hinduism, Islam, Buddhism, and other Chinese religions are covered amply. The religion departments offer electives to those who major in other areas. Majors in religion are few.

Theatre and Speech. All the CCFL colleges provide course offerings in these fields. Goals include awareness, appreciation, and opportunity for performance participation as a part of the liberal arts experience. Four colleges seem to be especially involved in these disciplines, including Ithaca College, Elmira College, Hobart and William Smith Colleges, and Alfred University, with strengths in that order.

Ithaca College, with an 18-man department, offers four separate baccalaureate degrees within the field. In range and variety of course offerings in drama, Ithaca College is by far the strongest. In both drama and speech there is a common emphasis, on a consortium-wide basis, on the general and introductory courses.

A high percentage of courses scheduled are offered, suggesting that curricula at the colleges are built upon observable need. Resources in terms of library holdings generally are adequate, while theatre facilities and ancillary spaces vary widely. Theatre facilities at Ithaca College are excellent by any standard.

Exchanges of plays, debates, and special programs are potential areas of cooperation, and Elmira College and Ithaca College are already exploring the possibilities. Faculty exchanges and/or shared professorships also could develop among proximate campuses.

THE SOCIAL SCIENCES

For the purposes of the self-study, the social science disciplines are identified as economics, history, political science, psychology, and sociology-anthropology. An undergraduate concentration in geography does not exist within the consortium.

A large and varied number of stimulating recommendations for cooperative programming is contained in the individual background papers on the social science disciplines. General recommendations for cooperation within the disciplines are as follows:

12.2 *Faculty and student exchange between two or more institutions is recommended. Undue proliferation of course offerings and specialized studies should be eliminated voluntarily, and major concentrations within and among the social science disciplines should be designed to combine the strengths of participating institutions. Hartwick College has instructional and research strengths in archaeology, and it might provide leadership to develop this discipline among interested institutions. The absence of an area of concentration in geography among the institutions is striking. This discipline should be developed on a consortium-wide basis by those institutions who have identified interests in the discipline.*

In most instances, CCFL institutions offer social science programs within organizationally distinct departments. In a number of colleges, a program is offered as part of an interdisciplinary department or division. Institutions having a separate department offer a major in the discipline, while the others usually combine the major with other disciplines.

The social science faculties are made up of relatively inexperienced, non-tenured individuals who occupy the lower faculty ranks. Approximately 45% of them hold doctoral degrees. In some instances

the youthfulness of the faculty may be due to recent departmental restructuring, but it probably more often reflects the necessity of operating departments as economically as possible. Faculty turnover is a problem in several colleges, so the overall turnover rate for the social sciences is perhaps greater than the national average.

Within the limitations of their resources, the various institutions appear to be making efforts to provide opportunities for professional growth for social science faculty. All institutions award sabbatical leaves and all provide some financial assistance to faculty members who wish to attend professional meetings. Secretarial assistance generally is adequate in psychology, but is inadequate or unavailable in the other disciplines, except for Ithaca College. Corning Community College and Ithaca College provide some released time from teaching responsibilities for faculty members who are engaged in professional growth activities. Student assistants are used in a few of the institutions. College-suppported research funds notably are inadequate within the social science disciplines.

The social science programs generally have a great deal in common. The departments are reasonably small, are primarily concerned with teaching rather than research, and articulate a willingness to personalize the student-professor relationship in spite of the fact that student-teacher ratios are in many instances undesirably large.

An evaluation of the social science disciplines suggests that the greatest strengths are shared among six of the institutions:

Economics. Hobart and William Smith Colleges; St. Bonaventure University

History. Hobart and William Smith Colleges, overall strength; Elmira College (U.S. history); Hartwick College (Latin America); Ithaca College (U.S. history); Keuka College (China)

Political Science. Hobart and William Smith Colleges and Ithaca College, overall strength; Keuka College (American politics); Alfred University (political theory); Elmira College and Keuka College (international relations)

Psychology. Hartwick College; Hobart and William Smith Colleges; Ithaca College

Sociology-Anthropology. Hartwick College, overall strength; Hobart and William Smith Colleges (theory); Alfred University (methods and statistics)

Inevitably, some institutions have developed rather strong programs in one or more of the social science disciplines at the expense of growth in the others. Also, there are variations in strengths within disciplines. Hobart and William Smith Colleges, for example, appear to be strong in the more traditional history offerings. United States history is stronger at Elmira College and Ithaca College.

In the area of economics, where there is considerable emphasis among the colleges on the applications of economics to business, St. Bonaventure University and Hobart and William Smith Colleges have particular strengths.

Hartwick College, Ithaca College, and Hobart and William Smith Colleges are identified as institutions that have well developed programs in psychology, and these institutions gear their programs to

students who choose to study psychology as a unique discipline. Other institutions teach psychology as a liberal arts subject of value for personal development.

The evaluation of political science programs suggests that Hobart and William Smith Colleges and Ithaca College have programs of quality, but no program is considered outstanding by professional standards. Hobart and William Smith Colleges and Keuka College are strong in the field of American politics, but other colleges need more offerings in constitutional law to provide a balanced program. Only Alfred University and Hobart and William Smith Colleges offer what is considered to be a balanced program in political theory. Offerings in international relations seem strongest at Elmira College, Ithaca College, and Keuka College, while Hobart and William Smith Colleges have strength in comparative politics.

Anthropology appears to be distinctively strong at Hartwick College, which has an archeological museum. Hartwick College is generally strong also in sociology. Hobart and William Smith Colleges have clear strengths in theories of sociology, while courses in sociological methodology are emphasized at Alfred University.

The social science disciplines frequently offer the courses that are listed in the catalogues. In most instances the programs schedule from 80% to 100% of their catalogue-listed courses during a single academic year. Available data suggest that while there are wide ranges in class size, the average is between 30 to 35 students.

Certain of the institutions have established courses in specialized areas. Such courses may hold great potential for interinstitutional exchange of students and faculty members:

Physiological Psychology: Hobart and William Smith Colleges
Achievement Motivation: Corning Community College
Methods in Personality Assessment: Alfred University
Creative Problem Solving: Corning Community College
History of China: St. Bonaventure University
Economics in Modern China: Ithaca College
Economics of Developing Regions: Ithaca College
History of Africa: Cazenovia College and St. Bonaventure University
African Politics: Alfred University
Middle Eastern Politics: Ithaca College
Southeastern Asia Politics: Hobart and William Smith Colleges
Diplomacy: Hartwick College
Sociology of Knowledge: Keuka College
Space and Society: Alfred University
Communication and Public Opinion: Hobart and William Smith Colleges
Social Ethics: St. Bonaventure University
Urban Life; Black perspective: Cazenovia College
Central American Prehistory: Hartwick College

Old World Archeology: Hartwick College
Prehistory New World: Hobart and William Smith Colleges

It is generally recognized that research is not given high priority at most of the institutions. However, the extent of research activity compares well with other colleges of equivalent size and form throughout the nation. Elmira College, Ithaca College, and Hobart and William Smith Colleges report strong research activity in the field of history. Hartwick College has unique facilities for research in anthropology and archeology, and Elmira College has moved also into archeological field work and research.

Social science students appear to be urging their faculty members to offer a broader range of courses and to make them more relevant to modern problems. This is consistent with the nationwide insistence on greater involvement in field experience and theoretical discussions of pressing moral issues. Another area of student concern is the manner in which academic and personal advising is carried on. Faculty indifference is sometimes evident, and it has tended to create serious communication problems. It is encouraging to discover that at Alfred University political science students publish a monthly newsletter. Projects such as this should help to ease the communication problem. There is some indication that social science students feel the curriculum is too rigid. They seemingly would prefer greater latitude in program planning within the disciplines, and they desire a greater number of electives. Dissatisfaction with curricular options is more apparent at some institutions than others, but there are signs that each department is considering significant revisions of curricula.

Departmental planning within the social science disciplines is evident. Those changes most frequently mentioned include more interdisciplinary courses, greater involvement in the use of community resources, the creation of intercultural courses such as black studies, updating library holdings, the need for new office and laboratory-research facilities, team teaching, and closer working relationships with the public schools. At Keuka College, the psychology faculty is planning a complete restructuring of the curriculum. Corning Community College is attempting to find better ways of working more closely with the local community.

THE NATURAL SCIENCES

For the purposes of the self-study, the natural sciences are defined as mathematics, physics, chemistry, biology, and geology.

As with the humanities and the social sciences, a number of recommendations for cooperative programming are advanced in the individual background papers on the natural science disciplines. General recommendations for cooperation among the natural sciences are the following:

12.3 *Faculty and student exchange programs in the natural sciences should be developed. Arrangements for these programs should be worked out between the institutions involved, and coordination by the central staff office should be avoided. Student exchange and other programs should not be patterned after the "Tuition Exchange" model, wherein tuition is collected from the member institutions and redistributed. A "CCFL Consortium Days" program is recommended for the natural sciences and other disciplines that may wish to participate. CCFL Consortium Days would be held in the middle of the week twice each year, once in the fall and once in the spring. Classes would be suspended on these two days at each of the CCFL institutions. Each of the colleges would simultaneously host two or three academic disciplines, a different set each time. Faculty and student majors from all colleges would assemble for various kinds of discussion and*

dialogue. These would be "corridor type" meetings with no outside experts. The CCFL Consortium Days program should provide faculty and student interaction that might give rise to cooperative programming within and among the disciplines.

Overall, it appears that the natural science offerings are strongest at Hartwick College, Hobart and William Smith Colleges, Ithaca College, and St. Bonaventure University. Alfred University, Elmira College, and Keuka College appear to be less strong across all five disciplines, although the natural science offerings at these institutions are more than adequate. Cazenovia College and Corning Community College seem to possess strengths that complement their unique institutional objectives, but it is not possible to judge their resources on a comparative basis with the four-year colleges.

Mathematics. All member colleges offer programs in mathematics and all provide mathematics majors except Corning Community College, Cazenovia College, and Elmira College. Ithaca College has the largest department, and Hartwick College and Hobart and William Smith Colleges have the largest number of faculty members with the earned doctorate. Alfred University, Hartwick College, Hobart and William Smith Colleges, and St. Bonaventure University appear to have the strongest faculty resources in the discipline. The largest number of courses offered in 1970-71 was at Keuka College (28), Hobart and William Smith Colleges (24), and Hartwick College (21).

On the basis of breadth of programs and faculty strength, Alfred University, Hartwick College, Hobart and William Smith Colleges, and St. Bonaventure University indicate the strongest commitment to mathematics. Of these, Hartwick College and Hobart and William Smith Colleges appear to have the stronger resources. Their programs do not differ significantly; they reflect implementation of CUPM recommendations. A high percentage of listed courses are taught each year at these institutions.

There does not appear to be a wide diversity in statements of goals for the discipline. There is evidence that the departments have been involved in the long soul-searching of the national mathematics community which followed the widespread criticism of the discipline in the late 1950's. Goals are related to the recognized basic elements of mathematics—logic and intuition, analysis and synthesis, generality and particularization—and to their interplay.

Student advising for mathematics majors seems to be adequate. Library resources also are judged to be good, but all departments cite the need to improve holdings in advanced books that are quite expensive. External funding of programs in mathematics has been limited. Constructive student comments suggest that the discipline is serving their needs and expectations at most of the institutions.

Some planning appears to be underway within four mathematics departments. Corning Community College is seeking ways to improve the use of audio-visual materials and to strengthen its work in computer science. It also will seek a reduction in work loads. Elmira College has expressed the need to revise its curriculum and Keuka College will attempt to expand its course offerings. Hartwick College is attempting to consolidate gains made over the past few years, and will seek to broaden choices available to students.

Physics. Five member colleges offer a major in physics, including Alfred University, Hartwick College, Hobart and William Smith Colleges, Ithaca College, and St. Bonaventure University. Alfred University and Ithaca College have the largest faculties (six each). Almost all faculty members at the five institutions have the Ph.D. degree. Professional growth seems to be limited by lack of time and funds to support research.

Ithaca College has the strongest department from the standpoint of overall resources. St. Bonaventure University offers the most complete curriculum, partly because of its graduate program, except for laboratory work. Alfred University offers the most laboratory work in lower division courses, partly because of the service function it performs for the College of Ceramics. Alfred University also offers the largest amount of laboratory work for non-science majors, notably in astronomy. Hobart and William Smith Colleges, Ithaca College, and St. Bonaventure University offer the largest amount of laboratory work for advanced majors.

In all five physics departments, enrollment in advanced courses is small, running from as few as one to a high of 10. Elementary courses and those for non science majors are considerably larger. The number of graduates from the five departments is small and appears to be decreasing, and this reflects the nationwide trend.

Chemistry. All member colleges offer a chemistry major in some form. Ithaca College and Hobart and William Smith Colleges have the largest faculties. These two colleges, along with St. Bonaventure University, are judged to have relatively strong programs and resources.

The number of chemistry graduates each year seems to be fairly static and uniform among the member institutions, but the numbers are too small to use for generalization.

Advising is done generally by faculty members within the discipline. Frequently, informal advising plays a significant role in the programs, and both students and faculty members view the advising programs as quite successful. Library facilities appear to be adequate, and laboratory facilities are quite good within the member colleges. The National Science Foundation provides the major source of external funding to chemistry departments, but the amount of funding has not been sufficient to meet faculty research interests.

Only four of the institutions are planning changes in the curriculum, and all of these are tentative. Three of the institutions are considering fundamental and far-reaching innovations. Alfred University and St. Bonaventure University both offer a wide variety of courses and seem to possess at least adequate to good resources in all areas.

Biology. All member colleges offer a biology major in some form. St. Bonaventure University offers course work in the discipline from the undergraduate through the doctoral level. Of the four-year colleges, Ithaca College and Hartwick College have the largest number of faculty members (12 and 10). Hartwick College and Ithaca College stand out as having carefully designed programs that consider the student from entry to departure in a well thought out way. All but Elmira College feel that their facilities are less than adequate.

There appears to be a wide distribution of teaching and research interests among biology faculty members. As is often the case in small colleges, the largest number of faculty are to be found in anatomy-physiology (six). There are five faculty members each in microbiology, genetics, and invertebrates including paristology. Four have strong backgrounds in ecology and botany, including plant morphology and anatomy. There are three faculty members who are developmental biologists, two are plant physiologists, and two who are entomologists. There is one each in taxonomy-systematics, phycology, paleontology, and ichthyology.

Most of the CCFL biology departments tend to be conventional, sometimes greatly overworked, and with marginal budgets for support, but which attempt to teach classical biology. Generally, St. Bonaventure University, Hartwick College and Ithaca College have the most "modern" programs and outlook and appear to be the strongest in the discipline. Other colleges are offering more options to students, notably Hobart and William Smith Colleges and Keuka College.

Geology. A major program in geology is offered only at Alfred University and Hartwick College. Ithaca College, Keuka College, and St. Bonaventure University offer no geology at all. There does not appear to be a single emphasis that stands out stronger than the rest. The beginning courses, physical and historical geology, are offered at six of the institutions. Mineralogy, structural geology, paleontology, and oceanography are offered at two of the colleges.

Hartwick College offers the largest number and appears to have the best balance of geology courses. Cooperation with State University College at Oneonta, which offers a M.S. degree in geology, increases the number of options for geology students at Hartwick College. If the courses at the College of Ceramics are included, then Alfred University also offers a balanced program, assuming that a student takes advantage of coursework in limnology. Hobart and William Smith Colleges offer a strong program in limnology, but the lack of courses in petrology and structural geology create a slight imbalance in the discipline.

Alfred University seems to possess the strongest library holdings in geology, and Hobart and William Smith Colleges have attracted the highest level of funding from sources that are external to the institution.

Alfred University, Hartwick College, and Hobart and William Smith Colleges are more or less comparable. The number of persons teaching geology is the same at each institution (two full time). Alfred University has somewhat better equipment and library resources, but the level is not exceptionally better than at Hartwick College and Hobart and William Smith Colleges. Hartwick College offers more course options for students, and by combining library resources with State University College at Oneonta, some inadequacies in the library can be overcome. At Hobart and William Smith Colleges, the curriculum is designed for a broader area of concentration that encompasses all the earth and space sciences.

At Cazenovia College, Corning Community College, and Elmira College the discipline is taught primarily as a service course and is generally considered to be a valuable part of the curriculum.

PROGRAMS OF PROFESSIONAL STUDY

Professional programs are offered by many of the member institutions. These include elementary and secondary education, nursing, physical education, business administration, speech pathology and audiology, ceramics, journalism, television and radio, and technology programs at the associate degree level. Most of these professional programs are designed to include course work within the traditional liberal arts and sciences disciplines.

12.4 Education. *The CCFL Cooperative Approach to Student Teaching project should be continued as the leading cooperative program in teacher education. Workshops also should be planned that bring the education faculties together for extended periods of time to discuss such topics of common interest as the development of a career ladder between two-year and four-year colleges, cooperative evaluation of programs, the pooling of audio-visual materials and equipment, faculty and student exchanges, elimination of excessive course duplication, and group decision processes.*

All the CCFL institutions except Corning Community College offer professional coursework in education. The four-year institutions offer sufficient coursework to lead to provisional certification within New York State,

and the program at St. Bonaventure University enables students to obtain certification within the State of Pennsylvania. Cazenovia College has an excellent program in child study, and this coursework is largely transferable in approved programs of teacher preparation in the four-year degree-granting institutions. There are 33 full-time and 13 part-time faculty members in teacher preparation programs. Approximately 50% of the faculty hold a terminal degree in the discipline.

The major goal is to prepare beginning teachers who are creative, open-minded, can use new ideas, and are innovative in the classroom. Child-care related areas are a strong secondary goal. The teacher preparation programs generally offer similar areas of coursework. The first broad area is in foundations of educational thought. This includes such courses as foundations of education, philosophy of education, history of education, sociology of education, and introduction to education. The second broad area, the psychological basis of education, includes such courses as educational psychology, the learning-teaching process, learning theory, human growth and development, and child care. The third broad area includes courses which are concerned with general and special methods in secondary education. Another area of courses offers special methods of teaching in the elementary school. Student teaching or field experience of some type is required in all teacher education programs.

Teacher education within the institutions seems to be undergoing major review. Library resources at some of the institutions are inadequate and dated; the number of professional journals is insufficient. Funding for special programs and projects must be found from sources that are external to the institutions.

A large amount of planning seems to be taking place among the colleges. Topics include interdisciplinary approaches to education, greater departmental cooperation, student involvement in course planning and evaluation, follow-up studies of graduates in teaching, the creation of campus controlled school settings, the development and implementation of performance education and criteria, interinstitutional cooperation in the area of student teaching centers, articulation meetings with practicing professional teachers, the development of curriculum laboratories and resources centers, the preparation of instructional and experience modules, the acquisition of a wide range of audio-visual materials, the development of field experiences in experimental schools, and new approaches to individualizing instruction.

There has been considerable cooperation among the CCFL education faculties. In addition to in-service workshops and training techniques for faculty, the CCFL's CAST (Cooperative Approach to Student Teaching) project has resulted in the creation of cooperative teaching centers in both rural and urban seetings.

12.5 Nursing. *The nursing programs at four CCFL institutions are expensive but exceedingly important resources to the region and should be strengthened through cooperation. Nursing faculties should meet regularly and frequently to evaluate mutual problems and propose effective solutions. The potentiality of establishing a multi-disciplinary Southern Tier Community Health Council should be investigated.*

Alfred University, Keuka College, and Hartwick College offer four-year programs that lead to a B.S. degree with a major in nursing, and Corning Community College provides a nursing curriculum leading to an A.A.S. degree. By contractual arrangement, Elmira College provides courses in the liberal arts and sciences for nursing students at local hospitals.

There is a clear distinction between the stated objectives of the three baccalaureate programs that prepare graduates for the practice of nursing and Corning Community College that prepares graduates for nurse technician practice. Providing the foundation for graduate study is inherent in the concept of professional practice, while the A.A.S. program seeks to prepare medical technicians and bedside practitioners.

Between eight and 12 faculty members teach nursing in each of the four institutions on a full-time basis. Of the 41 members represented in the four institutions, one holds an earned doctorate. A master's degree in the appropriate clinical speciality is considered to be the minimal preparation for teaching in programs in nursing. In the last two years, there has been a 20 - 30% turnover of faculty. New faculty members have been better prepared than those they replaced. Faculty in the three baccalaureate programs are trained in the major clinical specialities (medical-surgical, maternal-child, psychiatric-mental health, and community health) while those in the associate degree program are trained as nurse generalist.

The nature of the discipline and the requirements for licensure precludes a relatively standardized curriculum. The course of study in each of the four programs is based on a "block plan" rather than an integrated approach, although Corning Community College is working on a curriculum revision which would permit the latter.

The three baccalaureate programs admit between 40 and 50 students annually on a selected basis, while Corning Community College enrolls about 100 students each year on an open admissions policy. Limitations in faculty and available clinical facilities tend to establish a ceiling on the number of students that can be admitted in all programs. Hartwick College and Keuka College admit only the generic student, and Alfred University admits both the generic and the R.N. student. There has been a marked decline in the attrition rates from Corning Community College over the last three years, and the rates at Alfred University are significantly below the state or national average. Those at Hartwick College and Keuka College run between 40%-50% or at the national norm.

Most of the nursing faculties seem to be involved in a curriculum review that focuses on the expanding role of the nurse in the health care delivery system. The expansion of clinical facilities also is sought, as is the development of better evaluation tools for clinical practice. Alfred University is developing continuing education programs for nurse practitioners in the rural area, and Hartwick College is attempting to identify ways in which it can provide greater services to the larger college community.

The four nursing programs share a number of critical problems, the leading being financial. Another is the recruitment and retention of qualified faculty. Clinical facilities, their accessibility, availability, and the quality of nursing practice in these facilities is a third problem. Library holdings are not as adequate as they ought to be.

Physical Education. Coursework is offered in physical education at all of the member institutions, but major programs of undergraduate study are to be found only at Ithaca College and St. Bonaventure University. Ithaca College offers a master's degree in physical education, and Alfred University offers a master's degree in coaching.

12.6 Business Administration. *Consideration should be given to encouraging business administration students at Corning Community College to transfer to Alfred University, Elmira College, Ithaca College, or St. Bonaventure University after the associate degree level. Excessive duplication of course offerings among the four institutions should be avoided, and thoughtful consideration should be given to integrating business administration programs among the five institutions.*

Five CCFL institutions have established an undergraduate area of concentration in business administration. Four-year programs are offered at Alfred University, Elmira College, Ithaca College, and St. Bonaventure University. An associate degree program is offered by Corning Community College. Forty-one full-time and four part-time faculty members teach a wide range of courses in the four institutions.

The program at Alfred University is transitional insofar as objectives are concerned. The program seems to be evolving from a departmental to some kind of a broader structure within the university. It does not appear that the quantity of faculty members and course offerings are growing, however. Required are a core of courses which attempt to integrate the basic functional areas of business (accounting, economics, finance, management, marketing) as well as business law. There are no real areas of specialization or major groupings of courses. Accounting courses, for example, do not go beyond the intermediate level. Noticeably absent are courses in cost accounting, managerial accounting, quantitative decision-making, and business policy.

Elmira College offers an undergraduate concentration in business administration in systems analysis and applications, and in accounting, leading to the B.S. degree. An A.A.S. degree is offered in business and in computer systems and programming.

With certain exceptions, the program at Corning Community College is career oriented. The program facilitates a student's transfer to a four-year institution. Among the offerings are data processing and secretarial science. The marketing offerings primarily focus on one aspect of the distribution system, retailing. There is little in the way of managerial policy courses. Most courses stress objective techniques and skills rather than conceptual analysis. The accounting offerings appear to be quite good, particularly for private or industrial accounting, but there is little emphasis on public accounting.

The program at Ithaca College provides areas of concentration in accounting and general business administration. The accounting program appears to be very good and offers 11 courses that lead primarily to public accounting certification. The program in business administration provides 12 courses with no real concentration or sequence of courses.

The program at St. Bonaventure University appears to be evolving into a school of business administration that offers comprehensive academic tracks in each of the functional areas. There are academic concentrations in accounting, economics, finance, management sciences, and marketing. Included in the offerings are 51 courses, exclusive of 17 courses in economics. The program revolves around a 30-hour core of courses to include accounting, economics, finance, management sciences, marketing, law, and statistics. Each area of concentration is capped by either an integrating policy course or research activity. The program is liberally based and requires students to study extensively in the school of arts and sciences. Of special interest are the Accounting Internship Program in which selected and qualified accounting majors intern with a major public accounting firm for 10 weeks during the winter, accounting laboratories staffed by selected upperclassmen in accounting, statistics laboratories, and a computer center which provides facilities for statistical computations and management simulations. The St. Bonaventure University program is the strongest within the CCFL and has the most potential for graduate programming, in conjunction with Alfred University, Elmira College, and Ithaca College.

12.7 Speech and Hearing. *Cooperative programming in the speech and hearing programs between Elmira College and Ithaca College should be accelerated, and an interdisciplinary approach should be investigated. Consideration should be given to developing a speech and hearing program during the junior and senior years for transfer students from the two-year colleges.*

Elmira College and Ithaca College are the only institutions within the CCFL that offer professional programs of study in the field of speech and hearing. Ithaca College also has developed a strong master's degree program. The differences that exist between the two programs lie mainly in the number of courses offered and the size of the faculty. The philosophy, objectives, and goals of the programs are very similar in nature. Both programs provide professional, therapeutic, and diagnostic services for the surrounding communities. The total number of full-time faculty members in the two programs is 13. At Ithaca College, there are 10 full-time faculty members, and there are three at Elmira College.

12.8 Ceramics Engineering. *The College of Ceramics at Alfred University should consider exploring ways of relieving its pressures in various undergraduate student courses by contracting with selected CCFL institutions to provide appropriate coursework and even specialized areas of instruction.*

The College of Ceramics is a unit of the State University of New York and an integral part of Alfred University. The college includes both undergraduate and graduate students, and enrollment has grown to approximately 530. The uniqueness of the college lies in its organization and, more particularly, in the breadth of its offerings and the depth of its treatment of subject matter. The college is one of the leading programs of its kind in the country.

12.9 Journalism. *Arrangements should be made to allow students from other CCFL institutions to have access to the instructional resources of the journalism program that is sponsored by St. Bonaventure University.*

St. Bonaventure University offers the only professional program in journalism within the CCFL. Coursework stresses the integration of professional journalism instruction and training with the humanities, the social sciences, and the natural sciences, encourages application of skills and competencies acquired in the classroom, and places emphasis on writing for publication.

12.10 Radio-Television. *The potential for improving educational instruction via the electronic media should be advanced under the leadership of Ithaca College and its Radio and Television Department. Faculty members in the department might consider availing their services to other CCFL institutions in the area of instructional resource consultation.*

Ithaca College offers the only professional program of television and radio within the consortium. The program has come to be judged as distinctive by any standard. Cinema studies have increased over the last few years, and enrollment is maximum in all courses. Purchase of a mobile TV unit is now under study.

12.11 Technology Programs. *CCFL institutions should be aware of the fine technology programs that exist at Corning Community College and Elmira College. Associate degree graduates are well-prepared in basic mathematics and the sciences and should easily be able to transfer into a four-year program.*

Corning Community College offers a technology program that draws on the disciplines of mathematics and physics. The program has a basic career orientation that leads to certification and/or the associate degree. Corning Community College offers the A.S. degree in engineering science and the A.A.S. degree in art glass technology, chemical technology, electrical technology, mechanical technology, industrial technology, business data processing, and medical laboratory technology. Elmira College offers an A.A.S. degree in electrical technology, mechanical technology, police science, correctional science, and computer systems and programming.

INTERDISCIPLINARY PROGRAMS

The growth of interdisciplinary studies is one of the most significant academic trends within the CCFL institutions. The potential for cooperative programming is therefore considerable. Based on the identified strengths and interests within and among the CCFL colleges, two major programs of interdisciplinary study are recommended for the consortium. These are Intercultural Programs of Study and Environmental Studies.

Three minor interdisciplinary programs are suggested for those CCFL institutions that may wish to pursue them on a cooperative basis. These are Urban Studies, Afro-American Studies, and American Indian Studies. They are considered to be minor programs only in the sense that current resources in these subject areas are limited within the colleges. But they need not be if a sufficient number of CCFL institutions demonstrate interest in and commitment to the development of these studies.

INTERCULTURAL PROGRAMS

The most distinctive features of intercultural programming among CCFL institutions include Western and Non-Western course offerings, study abroad opportunities, and a growing concern for ethnic studies, primarily the black cultural experience.

Foreign language course offerings are most numerous and strongest in French, German, and Spanish language and literature. At the other end of the spectrum, no courses are offered in African and Middle Eastern languages, and only Elmira College and Hobart and William Smith Colleges have personalized offerings in Asian languages.

Other than foreign language course offerings, all nine institutions are well-represented in the Western cultural perspective, some stronger than others. The Non-Western area with the greatest potential is Latin America. More than 150 courses, including languages and literature, are offered at the nine institutions. Hartwick College, Hobart and William Smith Colleges, and St. Bonaventure University offer the largest number of courses. Russian studies appear to be the second strongest area program. Offerings in East Asian studies are very modest, and Hobart and William Smith Colleges appear to be the strongest. Only three courses in the Middle East appear in the catalogues of the nine institutions.

Involvement of the colleges in study abroad programs represents the oldest and most common form of institutional commitment to the international experience. The colleges directly or indirectly sponsor study opportunities in 14 different countries, including Egypt, Germany, England, Spain, France, Italy, Austria, Japan, India, Norway, Denmark, Sweden, Switzerland, and Mexico. An inventory of foreign study programs is provided in Appendix K.

The Afro-American cultural experience is only modestly present in the course offerings of the member institutions. Thirteen courses are listed in institutional catalogues, ranging from black history to black sociology, Afro-American music, African history, African political science, African sociology and anthropology, and the black experience in American literature. The most common offering is black history. Apart from the course offerings within the member institutions, the CCFL prepared a proposal to establish a cooperative project on black studies at Ithaca College in May of 1969. While the proposal has been tabled temporarily until the self-study is completed, the basic plan recommended that CCFL students spend a year at Ithaca College while taking courses there and at Cornell University's Africana Center.

The presence of foreign students at the member institutions represents a small but important asset. However, it does not seem that these students are being used adequately as resource persons in campus international programming. There are about 180 foreign students studying at CCFL institutions. The largest numbers are enrolled at Ithaca College, Alfred University, and Elmira College.

RECOMMENDATION 13: THE CREATION OF BROAD POLICY AND THE COORDINATION OF ALL COOPERATIVE INTERCULTURAL PROGRAMMING SHOULD BE ASSUMED BY A CCFL COUNCIL ON INTERCULTURAL STUDY. MEMBERSHIP SHOULD BE DRAWN FROM THE FOREIGN STUDY ADVISERS ON EACH CAMPUS AND FROM FACULTY MEMBERS WHO HAVE PARTICULAR INTEREST AND EXPERTISE IN AREA STUDIES AND OTHER COOPERATIVE INTERCULTURAL PROGRAMMING.

Responsibilities of the Council should at least include:

a. the development of a useful fact book of existing and proposed foreign study opportunities on each campus, this to be updated annually;

b. an investigation of the nature and extent of student interest in a variety of study abroad and other intercultural programs that vary in duration from a year or more to as short as one month;

c. the evaluation of students' overseas experiences on a continuing basis, with the particular view of enabling students to evaluate their own experiences in ways that will be meaningful to them and useful to CCFL foreign study planning;

d. identification and planning of study abroad and other intercultural programs that are not available currently to students within the institutions; and

e. supervision of the design, implementation, and evaluation of the CCFL Agent College Plan, the Foreign Studies Center, and foreign area studies.

13.1 *An Agent College Plan should be instituted to encourage and coordinate study in foreign countries.* Under this plan, study abroad programs that are directly and indirectly sponsored by each individual institution would be administered by that institution on behalf of all member colleges. Programs offered by each "agent college" would be listed in the annual fact book that is prepared by the CCFL Council on Intercultural Study. A CCFL student who is interested in the programs offered by an agent college would simply make known his interest to the overseas study representative on his own campus. In turn, this representative would provide appropriate academic advising and act as a liaison agent between the student and the overseas study representative at the agent college who is responsible for administering all study abroad programs at that institution.

Thereafter, the student will be treated as any applicant from within the agent college, subject to eligibility requirements established by that college. Credit earned by the student in a study abroad program will be received by the agent college and forwarded to the home institution as transfer credit.

13.2 *A Foreign Studies Center Plan should be instituted to focus interdisciplinary study on various parts of the world and on international themes.* After an annual review of faculty expertise and solicitation of institutional interest, the CCFL Council on Intercultural Study should attempt to identify emerging opportunities for developing CCFL-based Foreign Study Centers that are beyond the means of a single institution.

The CCFL Foreign Studies Center Plan might operate in a variety of ways. A Center should always be designed to exist for at least a year as a pilot program, but it may be a terminated thereafter if experience suggests such a decision is wise. On the other hand, a Center may prove to be of immense value, thereby justifying its development and expansion beyond a year or more. It is likely that a number of exceptionally strong Centers may eventually grow into full-blown area studies programs that will be supported by a large number of institutions, drawing on the faculty talents within these institutions. The Foreign Studies Center Plan should become the established method by which all area studies programs are developed within the CCFL.

A center might consist of a series of seminars for faculty and students within an academic year, or it could develop under a broad theme to include visiting lecturers and scholars who spend several weeks on individual campuses, coordinated course offerings among participating colleges, summer institutes, or study experiences in a foreign country. Likewise, a Center might be administered by a sole faculty resident director, or it might be staffed by a large number of faculty members from participating institutions who would be charged with responsibility for designing a course of study and for teaching the courses that emerge from this planning. A Center might occupy a physical facility or it might "exist" simply as the active pursuit of learning between faculty and students who move from experience to experience, location to location. Finally, a Center might be located in a foreign country or it may be established at one or more of the member institutions.

The Foreign Area Seminars program that has been sponsored by the CCFL for a number of years should be incorporated into and coordinated with the Foreign Studies Center theme that is chosen each academic year.

While ideas for annual Centers must emerge from within the member institutions, the following order of priorities is suggested for the years immediately ahead: The Caribbean Center on San Salvador, the Latin American Center, the Russian Center, the Indian Center, the China Center, the Canadian Center, the East African Center.

13.3 *The large number of faculty who teach language, literature, and history courses suggests an obvious strength and availability of talent in European studies. A European Studies Program should be established under CCFL auspices.*

13.4 *Similar strengths are found in Latin American course offerings. After appropriate testing through the Foreign Studies Center Plan, a Latin American Area Studies Program should be established under CCFL auspices.*

13.5 *Secondary strengths exist in Russian Studies within CCFL institutions. A Russian Area Studies Program should be investigated and tested through the Foreign Studies Center Plan.*

13.6 *The academic programs of all CCFL institutions reflect the Western bias and, more pointedly, a Western perspective of the 19th century. Despite the general absence of exotic languages within CCFL institutions, there should be a substantial increase in the number of courses dealing with Africa, the Middle East, South Asia, and East Asia.*

ENVIRONMENTAL STUDIES

Environmental studies within the member institutions is a rapidly growing program that has exceptional educational potential in the years ahead. At least one course on the environment is offered by all institutions, and several have taken the lead in designing modest environmental studies programs that particularily deal with the natural environment. The strongest environmental studies commitments appear to be present at Alfred University, Elmira College, Hartwick College, Hobart and William Smith Colleges, and Ithaca College.

The CCFL's Finger Lakes Institute is an important resource in the environmental studies movement within the consortium. The Institute provides a variety of instructional services and facilities for the individual institutions. Courses in aquatic studies are offered by the Institute during the summer, and the Institute co-sponsored a salt water marine course with Alfred University in the Florida Keys during that institution's 1971 January term. An intercultural environmental experience is being planned by the Finger Lakes Institute and the member institutions on San Salvador Island, in the Bahamas, during December of 1971 and January of 1972. Field projects in archeology, cultural anthropology, marine biology, and tropical botany will use the power of four disciplines at the same time that an interdisciplinary focus on man-land-sea-history ecological relationships is developed.

Environmental studies planning at the consortium level is currently being carried on by 27 faculty members from all the institutions. Representing the humanities, social sciences, and the natural sciences, the CCFL Task Force on Environmental Studies was organized in late spring of 1971 to consider various approaches to environmental studies, to plan and evaluate the San Salvador field projects, to design and plan an interdisciplinary summer and academic year follow-up course in environmental studies during 1972, and to explore the potential for establishing a CCFL terrestrial station at the Pine Lake property of Hartwick College.

RECOMMENDATION 14: THE TASK FORCE ON ENVIRONMENTAL STUDIES SHOULD BE CONTINUED. AN IMAGINATIVE AND BROADLY-BASED MODEL FOR ENVIRONMENTAL STUDIES UNDER CCFL AUSPICES SHOULD BE DEVELOPED AND SUBMITTED FOR INSTITUTIONAL CONSIDERATION.

A fully-developed environmental studies program—including the eventual possibility of a consortium-wide college of environmental studies that draws upon human resources of participating colleges—should be seen as the means for meeting several continuing CCFL problems on a pragmatic rather than a theoretical basis. Some of the major issues which should find solution in CCFL planning of a fully-articulated environmental studies program are exchanges of students, sharing of faculty resources, development of interdisciplinary studies and field experiences that are beyond the means of individual colleges, coordinated academic planning, community service, fee and revenue policies and, most important that CCFL programs have a direct educational impact on students.

14.1 *The activities of the CCFL Finger Lakes Institute should be continued and should be used by a larger number of the member institutions. It is anticipated that the Institute may become one component of a broadly-based environmental studies program, but this recommendation should be considered among others that are to be investigated by the CCFL Task Force on Environmental Studies.*

OTHER INTERDISCIPLINARY OPPORTUNITIES

Urban Studies. *Some kind of urban studies program might be developed to provide CCFL students with the combined strengths of a relevant and useful field experience, ready access to community resources, and adequate housing and other services.* The Higher Education Compact in New York City, of which the CCFL is a member, will provide a limited number of students with field experiences in community services, the performing arts, and the information and persuasion industries. New York is an archetypal city, and the intensive educational experience there could not be duplicated. There is need for a smaller, more typical urban setting in Upstate New York. Syracuse, Rochester, or Buffalo *might be considered.*

Afro-American Studies. *Course offerings are quite limited, but sufficient interest in Afro-American Studies exists within the institutions to suggest that a cooperative program could be developed under CCFL auspices.* A study committee might be organized to draw faculty and student representatives from those institutions that wish to participate.

American Indian Studies. Hartwick College offers a number of courses in American Indian Studies, and the resources of the Yager Museum complement this programming. Alfred University is considering the development of an American Indian Studies Program, and other institutions offer a number of courses in this field. *A CCFL American Indian Studies Program might be established under the leadership of Hartwick College, and the extensive Hartwick resources in this field might be made available to participating institutions.*

GRADUATE PROGRAMS

Considered as a single instructional unit, graduate programming within the CCFL is an impressive resource. More than 1,000 students are enrolled on a full- or part-time basis in graduate programs that include highly specialized courses of study to those having a traditional liberal arts emphasis. Graduate programs are offered by Alfred University, Elmira College, Ithaca College, and St. Bonaventure University. Under the auspices of the CCFL's Corning Graduate Center, additional graduate programs are made available to part-time adult students within the region.

Alfred University awards master's degrees in the fields of ceramic engineering, school psychology, mathematics, and education. A Ph.D. is offered in ceramic engineering. Elmira College provides a master's degree in education. Qualified seniors who will complete degree requirements during the year also may elect graduate courses for graduate credit. Ithaca College offers master's degree programs in music, physical education, and speech pathology-audiology.

The largest number of graduate offerings are to be found at St. Bonaventure University. Master's degrees are offered in the fields of biology, physics, education, classical culture, English, history, general psychology, sacred science, and theology. The university sponsors a Ph.D. in biology. The Corning Graduate Center does not have degree-granting authority, but it does contract for an M.B.A. program with

Syracuse University, an engineering science program with State University at Buffalo, and a master's degree program in education with Alfred University and Elmira College. The Corning Graduate Center has had more than 4,000 enrollments since its creation in 1965.

RECOMMENDATION 15: THE CCFL INSTITUTIONS SHOULD RETAIN THEIR EMPHASIS ON UNDERGRADUATE EDUCATION. IF EXISTING GRADUATE PROGRAMS ARE TO BE CONTINUED AND EXPANDED, THEY SHOULD BE BASED ON THE CURRENT AND ANTICIPATED STRENGTHS OF COOPERATING COLLEGES. IF NEW APPROACHES ARE TO BE DEVELOPED, THEY SHOULD BE BASED ON THE STRENGTHS OF MANY OF THE COLLEGES COMBINED, USING THE CCFL GRADUATE CENTER AS THE FOCAL POINT FOR THE PROGRAMS. TO EXPLORE THE NEED AND POTENTIAL FOR GRADUATE PROGRAMMING WITHIN THE REGION, A CCFL GRADUATE COUNCIL SHOULD BE ESTABLISHED TO WORK WITH MEMBER COLLEGES IN DEVELOPING A CONSORTIUM APPROACH TO GRADUATE STUDY. ITS ROLE SHOULD BE ADVISORY TO INDIVIDUAL COLLEGE OR UNIVERSITY PROGRAMS AND ADMINISTRATIVE TO GRADUATE PROGRAMS THAT COME TO BE SPONSORED BY THE CCFL.

Truly new ventures, perhaps modeled on the Union Graduate School Doctoral Program and Goddard's Master of Arts Program, offer the most promising areas for the development of new graduate programs. These two programs are highly individualized and mainly non-residential. In both programs, the student has the responsibility for developing his program of study and discovering the resources to be used in carrying it out, under the supervision of a small core faculty. The programs offer opportunities for advanced studies in the liberal arts as well as in professional fields.

Cooperative graduate programming within the CCFL should proceed at three levels. The first level should be supportive in nature. Colleges which possess the greatest strengths in a given field (e.g., Alfred University in ceramics; Ithaca College in music) should be designated as having *the* graduate offering in that field, and no member college should attempt to develop a competing program. All member colleges should support the program by encouraging its qualified graduates to attend. This might be accomplished by offering faculty to teach short term assignments and by coordinating undergraduate programs so the resources of the specialized program would be available to upperclassmen and graduate students. For example, beginning students in ceramics might be encouraged to start at Elmira College or Hartwick College rather than at Alfred University, thereby making more space available to upperclassmen and graduate students at the university.

The second level of cooperation should combine the strengths of two or more colleges to supply faculty and students for a graduate program in a specified field; for example, in social work, library science, or environmental studies. Courses would be offered on the various campuses and at the CCFL Graduate Center in Corning. Degrees would be awarded by the participating colleges or by the Graduate Center (at the student's choice). In the latter instance, degree-granting authority would have to be sought by the CCFL.

The third level of cooperation should consist of graduate programs offered solely under the auspices of the CCFL, to be staffed from the member colleges insofar as that is possible. New approaches to graduate education, perhaps modeled after the Union Graduate School Doctoral Program and the

Goddard M.A., should be stressed. The CCFL would have to seek degree-granting authority in graduate fields that are established.

Other recommendations for CCFL graduate programming include the following:

15.1 *Under auspices of the CCFL Graduate Council, a comprehensive and long-range analysis of graduate needs in the region and resources within the colleges should be undertaken, and external funding for this project should be sought. Based on the strengths of the colleges and identified regional needs, new graduate programs might be developed, with degrees granted by the participating colleges and/or the CCFL, based on one of three levels of cooperative programming.*

15.2 *The name of the graduate program in Corning should be changed from the Corning Graduate Center to the CCFL Graduate Center.*

15.3 *The three degree programs at the CCFL Graduate Center should be continued, but contracts with non-CCFL institutions (Syracuse University and State University at Buffalo) should be discontinued if it becomes possible to have these degrees offered by CCFL institutions at the same qualitative level.*

15.4 *Other CCFL institutions should consider joining with Alfred University and Elmira College in expanding the number of areas of concentration in education at the master's degree level.*

15.5 *Under the leadership of St. Bonaventure University, Alfred University, Elmira College, and Ithaca College, interested CCFL institutions should consider designing and proposing an imaginative M.B.A. program that will meet or exceed the quality of the current program that is offered through the CCFL Graduate Center by Syracuse University.*

15.6 *The College of Ceramics at Alfred University should consider designing and proposing an M.S. program in engineering that will meet or exceed the quality of the current program that is offered through the CCFL Graduate Center by State University at Buffalo.*

FACULTY DEVELOPMENT PROGRAMS

The CCFL Academic Discipline Seminars, the College English Association, the Science Committee, and the Foreign Area Seminars Program have all had the purpose of stimulating inter-campus exchange among faculty members and, thus, have tended to enrich personal growth. A particularly needed and useful approach to the professional development of faculty members has been served by the CCFL Research Grants-In-Aid Program, especially at a time when funds for pure and applied research from federal and other sources are scarce or non-existent. This program has been designed to stimulate interest among faculty members in research that has no other means of support. Grants are awarded in the hope that research projects will be reflected in better classroom teaching. Paralleling the Research Grants-In-Aid Program in terms of opportunity for professional development is the atelier or studio in Paris, France, that is available to faculty artists from member colleges. A faculty member may occupy the studio as the CCFL artist-in-residence at a low monthly cost that is personally paid to the Cite Internationale des Arts.

RECOMMENDATION 16: FACULTY DEVELOPMENT PROGRAMMING SHOULD BE ESTABLISHED AND EXPANDED IN WAYS THAT WILL HAVE BOTH DIRECT AND INDIRECT BENEFITS FOR STUDENTS.

Five faculty development programs are recommended:

16.1 *The 10-year-old CCFL Research Grants-In-Aid Program should be continued and its funding expanded.* Each member institution should appoint a representative to the Research Grants-In-Aid Committee, and these representatives should elect a chairman each year. Committee representatives should have the responsibility for carefully screening grant applications on campus before recommendations are presented to the committee for final decision. The practice of awarding grants on a proportionate basis among the participating institutions should be discontinued in favor of an approach based on merit. A certain amount of grant money, perhaps one third, should be earmarked each year for individual and team research that focuses on a given theme reflecting CCFL program priorities. For example, environmental studies might be the theme one year, with a certain amount of grant money set aside for relevant research projects in this interdisciplinary field of study.

16.2 *A new program should be developed to promote teaching effectiveness.* A CCFL teaching effectiveness center should enable instructors to become familiar with and test a wide variety of new ideas about teaching and learning. Its importance, in terms of funding, should at least parallel that of the CCFL Research Grants-In-Aid Program.

16.3 *The CCFL Atelier in Paris, France, should be continued as a rent-free facility that is currently leased by the CCFL for 98 years.* However, it should be continued with the understanding that the CCFL deputy director on each campus will make certain that all potentially interested faculty members and students are informed of its existence and are assisted in submitting applications.

16.4 *A generous level of funding should be made available each year for consortium-wide faculty workshops, seminars, and colloquia.*

16.5 *Personal growth and enrichment should be sought through a CCFL Faculty Exchange Program. This program should range from one or two day visits to exchanges for a term or more.*

CHAPTER FIVE

STUDENT LIFE PROGRAMS

AN EMERGING THEORY OF STUDENT LIFE

Throughout most of the first half of this century there was a tendency to view the college student in dualistic terms. One portion of his experiences was regarded as being *academic*, and these were organized in the curricular life of the institution. Another part of his experiences was viewed as being *extra-curricular*. While extra-curricular life outside the formal classroom was regarded as valuable, it was considered to be of secondary importance to the formal, academic programs of the college. The administration of many American colleges came to be organized on the basis of this theory, and deans of academic affairs and student affairs were given the responsibility for coordinating these two spheres of student life.

A more holistic view of student and academic life has emerged over the last decade. Experience has shown that there is more on the other end of the log than the classroom experience. The environment in which a student learns and develops is complex. He is influenced by and in turn influences the peer group of which he is a member. He also is influenced by the intangible but pervasive climate of the college and the environmental press of local, national, and international issues. Faculty-student interactions outside the formal classroom situation have emerged as a vital force in the total learning climate of a college. With some pain and reluctance, it has been discovered that these elements can have a stronger and more significant impact on student attitudes and values than the things that go on inside the classroom.

It seems that even narrowly defined academic achievement is affected by the things that go on outside the formal classroom. The advising program, counseling services, student housing, decision-making processes, administrative practices, and the total program of formal and informal social activities all enhance the motivation of students to learn and increase the perceived relevance of learning. The growing popularity and respectability of field study can be seen as outgrowths of attempts to place the student in complex environments that combine theory and practice with cognitive and affective learning opportunities.

Educational researchers and theorists have given increased attention to the examination of formal and informal environmental factors that influence student growth and development. Such sociological

instruments as the ACE Freshman Survey, the College Student Questionnaire, College and University Environment Scales, and the Institutional Functioning Inventory have been developed for internal college use. Most of these instruments have been employed in a variety of ways by CCFL colleges. These techniques have begun to generate a searching round of discussion among faculty members, students, and administrative officers who must gain an understanding of the dynamics of student life as a potential force in student learning.

CCFL TASK FORCE ON STUDENT LIFE

A Task Force on Student Life was organized as part of the CCFL Self-Study for the purpose of making *initial* and quite *tentative* probes into the dynamics of campus climate and student development on each campus. One faculty member and two students were selected from each of the nine colleges to serve as participant-observer research teams. * The limitation of time prevented the task force from designing a sophisticated participant-observer research model or from participating in the kind of orientation and training sessions that normally accompany this kind of anthropological study.

Each research team made two visits to one of the nine campuses other than its own during the spring of 1971. To the extent that it was possible, each team attempted to become a part of the campus and record the patterns of student, faculty, and administrative life styles with the view of gaining an *initial* insight into the impact these patterns have on student life and student development. Each research team compared the Profile on Student Life that was prepared by the college in Stage I of the Self-Study with on-site observations.

The limitations of time, unsophisticated research methodology, and insufficient training severely limited the ability of the research teams to write reliable and valid reports of student life on each institution. The nine reports have been forwarded to each college for the purpose of continuing internal discussion. It is expected that good use can be made of the reports in stimulating in-depth study of the dynamics of student life.

TASK FORCE OBSERVATIONS

A number of immediate benefits were obtained from the initial study of student life. All task force members agreed that the visits provided them a greater awareness of the CCFL and its potential for the individual colleges. The team visits also encouraged students on host campuses to discuss their colleges. The team members discovered this was a deeply-felt need on each campus. A respect for the

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* The most notable example of a participant-observer research strategy in higher education was adopted by Morris Keeton and Conrad Hillberry in their Carnegie Commission-sponsored study of the future of liberal arts colleges, *Struggle and Promise: A Future for Colleges*, McGraw-Hill, 1969.

distinctive nature of each CCFL college was also evident. Task force members repeatedly reported they were impressed by the students on each campus, and they suggested that faculty members should not underestimate the potential for significant learning that exists on all the campuses. They personally gained from the opportunity to share common problems and from the exposure they had to different ideas, customs, and attitudes. Team members reported they also had obtained deeper insights into their own institutions, and were able to understand their own campuses from an enlarged perspective.

While acknowledging the serious limitations that are to be found in the individual campus reports on student life, the task force arrived at a number of observations that its members feel are warranted:

1. There exists widespread misunderstanding about institutional goals and objectives for student life on the campuses. There is particular confusion about the locus of responsibility for student life on the nine campuses and an evident lack of communication about the role of faculty members, and especially the role of student personnel administrators. The confusion seems to extend to most areas of student life, but it is most evident in the realm of residential living and student government.

2. Many persons in the nine institutions do not see a clear relationship between the CCFL and the continued health of their own institution. Certain faculty members and administrative officers at host colleges see the CCFL as a drain on their own resources and a potential interference with their own priorities. Lack of fundamental knowledge about the purposes of the CCFL and its existing programs is widespread.

3. Each of the colleges exhibits its own qualities of provincialism. Cooperation with other CCFL colleges could diminish these characteristics.

4. In relation to academic, cultural, social, and social service opportunities, the sum of the opportunities that exist among the CCFL colleges far exceeds those that are available at any single institution.

5. From the viewpoint of many students at CCFL colleges, a number of cooperative programs are seen as being attractive:

Information on instructional resources might be shared among the member colleges, and programs of student and faculty exchange could be initiated.

Students might be allowed and encouraged to enroll in and receive credit for any course of study that is offered at member colleges.

Specialized programs of exceptional quality could be made available to all students in CCFL colleges.

The colleges might sponsor joint programs which no one college can offer by itself. A center in New York City was suggested as one example of this kind of programming. It could serve as a focus for student recruitment, as a base for students who choose to be there for specific academic purposes, as a meeting place for boards of trustees, and for use as a place for alumni area meetings.

RECOMMENDATIONS

RECOMMENDATION 17: WIDESPREAD MISUNDERSTANDING EXISTS ON THE NINE CAMPUSES WITH REGARD TO THE GOALS AND OBJECTIVES OF STUDENT LIFE. STUDENT LIFE AND CAMPUS CLIMATE SHOULD BE STUDIED ON A CONTINUING BASIS, AND WAYS SHOULD BE FOUND TO ALLOW THE CCFL TO SERVE STUDENT LIFE NEEDS.

17.1 *To stimulate and coordinate these activities, a CCFL Commission on Student Life should be established, and its membership should include a wide representation of students from each campus.*

The Commission should sponsor the continuing study of campus climate. A sophisticated research design should be developed and student and faculty researchers should be trained in appropriate techniques. Several instruments for measuring student characteristics should be used in common by all CCFL member institutions.

The Commission should sponsor a variety of workshops on such topics as follows: the development of student leadership; goals of residential living and ways of implementing goals; training in small group techniques and in intra-campus communications; identification of the effects of faculty and administrative interactions and decisions upon the academic and student life climate; and information sharing on the role and function of student government, educational opportunity programs, residence hall advising, and counseling.

17.2 *In addition to having free access to the educational resources of each institution, to serving on the nine Intra-Institutional Coordinating Committees, and the Commission on Student Life, students should be encouraged to participate in three programs that are of their own making:*

A CCFL Student Internship and Assistantship Program should be established. Each year at least nine students should be selected to serve as interns in either academic field projects or administrative offices. The program might be coordinated by the CCFL central office.

Consideration should be given to publishing a monthly newsletter for students across the consortium. A master calendar of events each month also might be prepared for distribution to the nine campuses.

Individual campus newspapers and radio stations should attempt to establish liaisons with each other and with the CCFL central office.

CHAPTER SIX

ADMINISTRATIVE PROGRAMS

The purpose of administrative support programming is to enable staff members to improve administrative services on the individual campuses. The principles of academic cooperation also apply to the area of administrative support programming. Cooperation must be voluntary. It must assist administrative officers to do what they wish to do but cannot do as well within existing institutional resources. Administrative complementarity is the goal, and the principle of mutual accessibility to each other's resource strengths is the means for obtaining it.

Over the years, CCFL administrative officers have met on occasion to share common experience and discuss common problems. Meetings have been sponsored by the academic deans, business officers, public information officers, deans of students, financial aid officers, evening and summer school directors, and librarians. The most successful administrative support programming has been achieved by the admissions directors. For nine years, these officers have sponsored an annual high school guidance counselors' conference. They have held professional growth seminars and planning sessions, developed common transfer policies, and are currently establishing a series of cooperative travel programs.

With the exception of the admissions directors, and at an earlier time the librarians, cooperation among common administrative officers has been limited, arising more by momentary need than from conscious and deliberate planning. No standard form or formal structure exists for effecting administrative cooperation. The best that can be said about existing efforts is that some sharing of experience has been obtained, but on too generalized a basis. It is fair to conclude that little worthy of the term "cooperation" presently exists with regard to administrative support programming across the consortium.

It has been discovered, however, that a rather strong climate of opinion does exist within the consortium to support cooperation among common administrative offices. The sharing of common experience is to be the rationale for developing future administrative programs. These programs should be problem or project-oriented; that is, cooperative programming should be directed to the solving of specific, common problems that arise from within the participating institutions.

RECOMMENDATION 18: EFFECTIVE COOPERATION CAN BE ACHIEVED AMONG COMMON ADMINISTRATIVE OFFICES AND A FLEXIBLE STRUCTURE OF CCFL ADMINISTRATIVE COMMITTEES SHOULD BE

ESTABLISHED. EACH COMMITTEE SHOULD DEAL WITH THE RECOMMENDATIONS AND POTENTIALITIES THAT HAVE BEEN IDENTIFIED IN THE BACKGROUND PAPERS THAT WERE PREPARED ON THE INDIVIDUAL ADMINISTRATIVE OFFICES.

Those institutions that choose to participate in specific administrative support programs will assume full financial responsibility for that programming. Initially, this will require participating institutions to sponsor the organization of committee meetings, personnel travel, and special needs for materials and consultants. As the committees establish priorities and work through each recommendation for administrative support programming, proposals will be forwarded for response to the deputy director and the Intra-Institutional Coordinating Committee of each participating institution. In its own way, each institution will decide whether it wishes to sponsor each individual program.

Recommendations for major cooperation among the member institutions flow from a number of background papers, especially the reports on Business Affairs, Development, Public Relations and Public Information, Continuing Education, Library, Computer Services, Admissions, and Financial Aid. Other recommendations suggest that administrative support programs should initially be designed to effect a variety of cumulatively significant impacts.

No attempt has been made to order program priorities for cooperation within each administrative office. The Central Steering Committee concluded that this responsibility should fall with the committees that will be organized after the self-study is completed. Nor did the Central Steering Committee believe that all the recommendations for programming within a given administrative office must be adopted by an institution that may wish to participate. It was felt that each institution should base its decision on the *general* desirability of recommendations that have been proposed for programming within each administrative office.

ADMINISTRATIVE SUPPORT PROGRAMMING

FOR EXECUTIVE OFFICES

OFFICE OF THE PRESIDENT

The president functions as the chief executive officer of each institution. There is a wide variation in the way the president's office is organized to deal with problems that come to that office. Whether the president views himself essentially as an academic leader, administrative leader, or fund-raiser varies according to the size and complexity of the organization and the extent to which a given president relies on other people within the institution.

18.1 *The overwhelming responsibilities and duties of the office require a systematic strengthening of opportunities for the presidents to share common concerns, problems, and visions of the future. The CCFL should facilitate the organization of workshops on the specific plans of the institutions for the*

next three to five years, the organization and administration of the president's office, and unique approaches that can be used to improve leadership in academic affairs, fund-raising, and general administration.

OFFICE OF BUSINESS AFFAIRS

The chief business officers within the nine institutions perceive their mission in similar terms; all regard their objective as being supportive of the teaching-learning goals of their institutions, and all view the office as being ancillary to that mission. The need for reorganization, improved communications, and a dearth of time for creative work are viewed as the most pressing problems within the business offices. Financial information on the nine institutions is shown in Appendix L.

18.2 *The procurement of a cooperative outside investment advisory service should be explored by the business officers, as should the need for a regional computer facility to accomplish repetitive and similar tasks, such as National Defense Student Loan record-keeping (to be coordinated with the computer center directors). National and regional experts should be engaged to lead workshops on management controls, operations research, personnel policies, and administrative studies. An individual might be employed to serve as an internal auditor for the consortium. The adoption of similar policies with respect to the student (e.g., refunds, payment dates for student tuition bills, damage deposits) is recommended, and a collective approach to the purchase of casualty and group insurance and other benefit programs should be explored. An integration of bookstore purchasing policies should be achieved, and policies should be created that would reduce bookstore stock by allowing each participating institution to draw on a wide supply of paperbacks and textbooks.*

DEVELOPMENT OFFICE

A development office exists in some form at all nine colleges except Corning Community College. The size of the development staff varies, but each shares the primary goal of securing funds for its operating budget, capital improvements, and endowment growth. Hartwick College possesses the strongest development organization within the consortium, perhaps because the size of the staff enables that institution to assume a team approach in securing gifts.

The operation of the development offices is predicated on the assumption that fund-raising cannot exist apart from the unique academic programs that exist within each institution. From a development viewpoint, the distinctive advantages of consortium membership arise from the fact that student growth and opportunity can be enhanced greatly by the creation of policies that allow them to have mutual access to the academic strengths of the institutions and to consortium-wide programs that are jointly sponsored by the institutions. The imaginative communication of these opportunities to potential gift-giving publics improves the ability of each development officer to secure both institutional funds and special funds for the consortium.

18.3 *Development directors should meet on a regular basis to share information and to develop plans for submitting joint proposals for consortium projects and programs to potential gift-giving sources. The development officers also should provide leadership in planning and implementing an annual solicitation for consortium operating funds. An approach similar to that which is used to secure funds through the Empire State Foundation of Independent Liberal Arts Colleges might be considered.*

OFFICE OF ALUMNI-ALUMNAE AFFAIRS

Each of the institutions has an office of alumni or alumnae affairs. With the exception of Corning Community College, this office is administered by at least one full-time staff person who reports to the office of development in the administrative organization. Corning Community College employs a part-time person, and the office is under the direct supervision of the dean of students. The alumni-alumnae directors are united in the common goal of encouraging their graduates to have an interest in and to support the development of their institution. For most of the institutions, the objectives are being realized in varying degrees. The major weakness of the office is that active alumni-alumnae involvement is not as great as the directors feel it might be. There are an estimated 52,000 alumni among the nine institutions.

18.4 *Alumni and alumnae directors should meet to share information and develop joint ventures in expanding alumni involvement. Cooperative approaches could be tried in various ways, including cooperative student recruitment coordinated with the admissions offices, joint alumni-alumnae meetings, and fund raising.*

OFFICE OF PUBLIC RELATIONS AND PUBLIC INFORMATION

All institutions possess a public relations office, although a distinction is sometimes made between public relations and such other closely related areas as publications, alumni relations, governmental relations, and development. Goals and objectives are similar and involve the promotion of the college's image. Common strengths include good relationships with the media and generally excellent publications. Weaknesses involve the need for additional staff, greater internal and external contacts, and the need to convey the work and image of the office to the constituencies within and outside the institution.

18.5 *Public relations and public information staff members should meet regularly to discuss common problems and to participate in workshops that are organized around topics of mutual interest. The committee also should establish policies for coordinating a program of consortium-wide information services. The purpose should be to share information about newsworthy developments within the institutions and to promote understanding of consortium purposes and programs among the institutions. A small, full-time photographic and printing staff for the consortium could handle all major publications of participating institutions. Such a department would be responsible for layout, typography, procurement of lowest printing costs, and other areas concerned with physical publishing. The writing and editing of copy should remain with each institution.*

ADMINISTRATIVE SUPPORT PROGRAMMING

FOR ACADEMIC AFFAIRS OFFICES

OFFICE OF THE ACADEMIC DEAN

The title of the chief academic administrator varies among the nine institutions according to the size and complexity of each organization. At Alfred University, Elmira College, Hobart and William Smith Colleges, Keuka College, and St. Bonaventure University, this officer functions in the capacity of vice president or provost. Corning Community College and Hartwick College have designated this officer as dean of faculty, and at Cazenovia the position is called academic dean. In the more complex institutions, there are academic administrators in arts and sciences and professional schools, both graduate and undergraduate. Alfred University has a dean of arts and sciences, dean of ceramics, dean of nursing, and dean of the graduate school. Ithaca College has a dean of arts and sciences, a dean of music, an associate dean of physical education, and an associate dean for health. Elmira College has a dean of special studies. St. Bonaventure University has a dean of arts and sciences and deans of its professional schools.

The common goals of the academic dean's office are to stimulate faculty development; foster excellence in teaching, research, and the advising of students; create a community climate; improve faculty personnel policies; coordinate faculty recruitment; promote curriculum evaluation and development; stimulate the learning process; and in most cases, supervise the institution's admissions policy.

The common weaknesses of the office are lack of communication outside faculty channels, distractions caused by *ad hoc* problems, little contact with students and departmental activities, limited budgets for curricular experimentation and faculty development, lack of long-range planning, ambiguity of curricular goals, excessive housekeeping and procedural details, duplication of effort, and excessive drain of energy and time in committee meetings. Strengths include budget flexibility, adequacy of office space, curricular evaluations and innovations, and positive approaches to student acievement. Two of the institutions (Hartwick College and Ithaca College) anticipate review and reorganization of current operations in the academic dean's office.

Opportunities for cooperation among the academic deans are so numerous and important that the following recommendations only suggest the potential in this area.

18.6 *Programming should include regular and frequent conferences; active commitment to faculty and student exchange; coordination of existing programs and suggestions for new academic programs in the consortium; development of a clearinghouse for faculty recruitment and common listings; resource sharing (as consultants to each other); cooperative approaches to filling deans' vacancies; orientation programs for new deans; workshops on faculty personnel policies; long-range planning; student evaluation; and annual retreats for discussion of other theoretical and pedagogical ideas.*

CONTINUING EDUCATION, EVENING, SUMMER, AND EXTENSION PROGRAMS

Evening programs are sponsored by Corning Community College, Elmira College, Ithaca College, and St. Bonaventure University. Alfred University, Corning Community College, Elmira College, Ithaca College, and St. Bonaventure University sponsor summer school programs. Ithaca College and Corning Community College also administer extension programs. The common objective of these programs is to provide educational opportunities of both a credit and non-credit nature that will serve the needs of students, particularly adults, who are able to pursue their educational objectives on a part-time basis only.

The strengths of this programming can be found in the breadth of course offerings at several of the institutions, particularly at Corning Community College, Elmira College, and Ithaca College. Alfred University also offers a number of innovative programs and institutes during the summer. One common problem faced by the administrator who is responsible for this programming concerns the degree of autonomy that is delegated in the areas of program development, course offerings, and faculty recruitment. Some ambiguity exists between the role and authority of this officer and the normal prerogatives of the academic dean and department chairmen. Other weaknesses include the inability to attract blue collar workers in desired numbers and excessive class size in some of the courses that are offered by the institutions. This programming generally is viewed as an innovative arm of the institution, but it is expected to serve as a source of surplus income for the general operating budgets as well.

18.7 *Administrative personnel who are responsible for continuing education, evening, summer, and extension programming should determine the feasibility of establishing a CCFL testing and counseling center to coordinate the New York State External Degree program in the region. Cooperative programming also should be explored in such areas as graduate education and faculty exchange. Students should be allowed to have access to all programming within the consortium, and they should be granted resident credit at their home institution regardless of the program they attend.*

THE LIBRARY

Each of the libraries has at least two professional librarians (M.L.S.) plus clerical assistants. The library usually is considered to be an administrative office, but most librarians are responsible to the chief academic officer of the institution. This enables the library to embrace both academic and administrative functions.

The common goals of the libraries are to provide materials and services to support student instruction and research and to provide, as far as possible, materials and services to support faculty study and research. Other objectives in several of the institutions are to provide leadership in the uses of instructional media, to teach students the proper use of the library and serendipity.

More CCFL libraries have major weaknesses than major strengths, yet all libraries are reasonably successful. The most common weaknesses are budget, insufficient numbers of professional staff, and physical facilities. None of the libraries possesses what might be considered an outstanding undergraduate collection. The largest libraries (Alfred University and St. Bonaventure University) have approximately 145,000 volumes

each for total enrollments of 2,000 and 2,500 respectively. By comparison, outside the CCFL, Bowdoin College has nearly 500,000 volumes for 900 students and Vassar has nearly 500,000 for 1,600 students. Sheer volume is not an accurate measure of a college library, but the statistics indicate that CCFL libraries do not have over-abundant holdings.

Major strengths include the qualifications of existing library staff members and some specialized collections. Strong collections include a research library in ceramics at Alfred University; nursing at Corning Community College; classical language and literature and communications at Elmira College; American Indians at Hartwick College; Napoleonic Era, local history, and classics at Hobart and William Smith Colleges; music, English and American literature, American history, and drama at Ithaca College; English literature at Keuka College; and religion, theology, philosophy, and history (medieval Franciscan emphasis) at St. Bonaventure University. Combined data on CCFL libraries is shown in Appendix M.

18.8 *The directors and interlibrary loan/reference librarians are a remarkably progressive and congenial group who largely support interlibrary cooperation. The progress that has been made in developing a flexible interlibrary loan program should be continued. The librarians also should be granted an amount of free time from their duties to visit other libraries within the consortium. Mutual consultation should lead to the identification of problems, and advice can be shared among the librarians. Efforts should be made to standardize library regulations; common circulation procedures, standard ID cards, and common loan policies all would help to promote interlibrary cooperation. Serious consideration should be given to coordinating acquisitions based on area studies; carefully planned loans of entire collections for a term or academic year could result from a commitment to area studies.*

OFFICE OF INSTRUCTIONAL RESOURCES

Instructional resource centers exist at Corning Community College, Elmira College, and Ithaca College. The print and non-print resources at Corning Community College are administered by seven full-time staff members, and the director is responsible to the dean of faculty. At Elmira College, the center functions cooperatively with the library within a learning center facility. There are six full-time staff members in the materials center, and the director is responsible to the president. The instructional resources center functions autonomously from the library at Ithaca College. There are 12 full-time staff members. The director also serves as chairman of the radio-television department and reports directly to the provost.

The three centers share the common objective of identifying and alleviating deficiencies in the academic program through acquisition, design, and production of instructional materials. A corollary objective is to store and retrieve information.

Common deficiencies exist to some degree among the three resource centers. The software collection is not large or diverse enough to accomodate faculty needs. At Elmira College and Corning Community College production facilities are unable to support the desired level of development of in-house software. Whether the facility is dealing with print or non-print resources, a successful program is predicated on faculty commitment. To some extent, this commitment has been lacking within the three instructional resource centers. Of the three centers, Ithaca College possesses the strongest design and production capability.

18.9 *An instructional resources representative should be appointed at each institution. Under the leadership of the professional staff from Elmira College, Corning Community College, and Ithaca College, these*

representatives should explore such cooperative opportunities as the creation of a central depot for processing, storing, and circulating special collection items; video-tape production; design of unique courses to be taught at CCFL institutions; production of visual aids; workshops in instructional media for faculty members; and interinstitutional loan of hardware and software.

OFFICE OF COMPUTER SERVICES

All institutions except Cazenovia College sponsor computer centers. *Alfred University* uses an XDS Sigma 5 (128K byte, 2 disk, 7 terminal) computer facility. Eight full-time personnel plus student assistants provide service for both administrative and academic programs. The center operates a partial shift for batch work and allows time sharing terminals to operate when the computer is unattended. *Corning Community College* uses a NCR Century 100 (32K byte, 2 disk) computer facility and maintains one terminal to SUNY at Binghamton. Staff includes eight full-time personnel plus student help. The center provides service for both administrative and academic uses, although first priority is assigned to instructional applications. *Elmira College* uses an IBM 1130 (32K byte, 3 disk) computer facility and maintains one terminal to Cornell University. The staff includes six full-time personnel and student assistants. The center provides both administrative and academic services, operates 13 hours a day, with student operators manning the evening shift. *Hartwick College* also leases an IBM 1130 (32K byte, 3 disk) computer system. Ten full-time personnel plus student help are employed. The center provides service for both academic and administrative uses and operates 15 hours a day with administrative work accomplished between 8 a.m. and 4 p.m. *Hobart and William Smith Colleges* lease an IBM 1130 (16K byte, 3 disk) computer center. The center employs six full-time and one half-time staff members, plus student help, and provides service for both administrative and academic uses, with an estimated 3.5 hours per day for administrative work and 8 hours a day for academic use. *Ithaca College* leases an RCA 70/35 (65K byte, 3 disk, 2 tape) computer system with a CAI terminal to Buffalo. It employs the largest staff (twelve full and one half-time personnel plus student help), provides services for both administrative and academic uses, and operates 15 hours a day, with academic use reserved between 12 noon-1:30 p.m. and after 5 p.m. *Keuka College* leases an IBM 1130 (16K byte, 1 disk) computer center for both administrative and academic purposes. Three full-time personnel plus students staff the center. The center operates 12 hours a day, and academic uses are scheduled from 4 to 7 p.m. *St. Bonaventure University* leases a NCR Century 100 (16K byte, 2 disk) computer that services administrative needs and an IBM 1620 (20K, BCD, typewriter) that is used for academic purposes. Four full-time personnel plus part-time assistants man the administrative computer, and the instructional computer is supervised by one graduate assistant and three students.

The costs for computing services are a major problem within the CCFL institutions. A dramatic lack of formalized planning throughout the consortium exists. Many of the computer centers barely are able to sustain the operations of current programs. Furthermore, it appears that many of the computer center directors do not have adequate first-hand knowledge of their costs, despite the fact that most directors believe that future growth and expansion are certain and that these needs can be met without serious difficulty. At the very least, it is reasonable to conclude that the institutions are currently spending more than would be required to maintain a very large central computing organization.

Based upon the full-time student enrollment within the consortium, the approximate average cost for computing is $61 per student. The low (St. Bonaventure University) is $24 per student, and the high (Alfred University) is $100 per student. Ithaca College, whose budget and computer system are the largest among the CCFL colleges, averages $70 per student. When the entire CCFL computing expenses are considered as a

single unit, the costs are impressive. Fifty-nine full-time personnel are directly involved with computing activities. Estimated costs for equipment rental, personnel services, fringe benefits, other operating costs, construction/renovations, furniture/fixtures, and hidden costs in other departments yield a total dollar commitment of approximately $1,192,000 for computer services. Assuming a doubling in size every five years, past growth patterns suggest that CCFL institutions might be spending $2 million by 1976 and $3 million by 1981. These estimates are conservative.

18.10 *The directors and other appropriate institutional representatives should undertake a comprehensive study of computer center costs across the consortium. This should be followed by a feasibility study to determine whether a central computer organization could serve all institutions within the consortium. Other considerations for cooperation among computer center directors include the development of Computer Assisted Instructions systems (in cooperation with the instructional resources directors); acquisition and sharing of such specialized equipment as mark scanners, test scorers, photo ID embossers, and terminal equipment; pooling of staff personnel to provide mutual consulting services; development of faculty training programs; creation of a central catalog that lists personnel, equipment, and program libraries; development and sharing of computer software; creation of a standardized institutional data system for the consortium (e.g., WICHE or CAUSE); distribution of a monthly newsletter among computer center staff members; submission of joint memberships in professional computer organizations; and development of a computer science major across the consortium, with certain specialities being designated within a number of the institutions.*

ADMINISTRATIVE SUPPORT PROGRAMMING

FOR STUDENT AFFAIRS

OFFICE OF THE STUDENT PERSONNEL DEAN

Six of the institutions have a chief administrative officer with the title of dean of students, vice president for student affairs, dean of student affairs, or director of student affairs. This officer reports directly to the college president and is generally responsible for student life functions outside the classroom and the business affairs of the college. Effective July, 1971, Hartwick College merged the functions of student and academic affairs into one office: dean of the college and vice-president for educational affairs. Hobart College and William Smith College each has a student personnel dean; each officer is designated as dean of the college. The growth of individual students as citizens and scholars is seen as the common goal of the nine institutions.

At least one of the institutions is structured in a very traditional way. The primary function of the office is given to the control and discipline of students, at the same time that it attends to some of their basic service needs. Other offices, while retaining some of these traditional functions, offer a broader range of services and educational experiences to students, involve a broader segment of the college community in these functions. In at least four institutions, there is a movement away from the direct and solitary responsibility for student discipline and behavior, a variety of services to students, and a broadening range of out-of-class educational experiences aimed at promoting the overall growth of students. These institutions reflect a questioning attitude toward the most relevant role and function of the student personnel office.

With the exception of Corning Community College, each institution is a residential college. A considerable degree of attention and staffing is directed toward this function. Even in this area there are marked differences in the expressed concern for control at one end of the spectrum to student responsibility and growth opportunities at the other. Several institutions are reacting to the current circumstances to accommodate the momentary moods of students, whereas others are seizing upon this opportunity to join with the entire college community in rearranging structure and function to meet the personal needs of students. This shift is most observable within the functions of the dean's office relating to housing and student government.

18.11 *Student services personnel should join with other institutional staff and the proposed Commission on Student Life to evaluate the student services role in light of educational goals, to develop evaluative measures of these functions, to devise ways of matching functions with expected outcomes and goals of the institutions, and to evaluate the role of student services personnel in the decision-making processes of the institutions. The student personnel deans also should explore common interests in sharing psychological and other services and continuing cooperative cultural events programming. Professional workshops, student exchange, listing of special staff expertise, and interinstitutional team visits also are recommended.*

OFFICE OF STUDENT ADMISSIONS

The admissions office within each of the institutions is organized to achieve the common goal of recruiting, selecting, and enrolling an adequate number of qualified students. The size of professional and secretarial staffs varies from as many as ten at Alfred University, Cazenovia College, Elmira College, and Ithaca College to as few as four at St. Bonaventure University and William Smith College. At most institutions, the director of admissions reports directly to the chief academic officer. The director of admissions is responsible to the president at Hobart and William Smith Colleges, and to the executive vice president at Cazenovia College.

The work of the admissions staff is never completed. Even if a quota is obtained in a given year, there must always be a striving, if not for numbers, most certainly for quality in terms of student promise. Common strengths among the admissions offices include staff enthusiasm and dedication to the institution, strong academic programs within the institution, and excellent public relations promotions. Weaknesses that affect the role of the admissions office include budget limitations, inadequate student aid, a necessary over-emphasis on quantity of incoming classes as opposed to measured quality, inadequate involvement of or understanding from faculty members, high tuition (except Corning Community College), and, to varying degrees, lack of institutional prestige.

On the basis of available evidence, the four-year, co-educational colleges in the consortium are meeting their quantitative goals in the main, but they are doing so at the expense of hoped-for quality in their entering classes. Due to economic and social contingencies, the women's colleges (with the exception of William Smith College) generally are not able to meet either their quantitative or qualitative goals. Corning Community College, the sole state-supported institution within the consortium, appears to be meeting its expressed objectives, and it is attempting to strengthen its student advisement services for transfer beyond the two-year degree level.

A comparison of student aptitude measures among the four-year institutions supports the generalization that entering freshman classes do not vary widely in their measured ability to do college work.

18.12 *Cooperation among the nine admissions staffs has already reached a mature level. Such programs as cooperative travel, professional growth seminars and planning sessions, common transfer policies, and the annual high school guidance counselors conference should be continued and refined. At the strong urging of the admissions directors, it is recommended that an admissions processing center be created within the CCFL and that a coordinator of admissions services be appointed. In cooperation with the admissions director, this administrator should explore potential avenues for cooperation such as a single application method (one which supplements rather than replaces institutional applications), more efficient procedural methods within the admissions offices, preparation of promotional literature on institutional and CCFL programs for use in the field, and the exchange of several admissions staff members on an annual basis. An automatic student referral system could be established for those cases in which one institution does not have a program that is offered by another. The coordinator of admissions services also should plan the annual guidance counselors' conference and coordinate all cooperative travel arrangements.*

OFFICE OF FINANCIAL AID

A financial aid office exists in each of the nine institutions. In all but two colleges, the office is staffed by a full-time director. The part-time directors at Corning Community College and Keuka College perform other duties as well. In all but two instances, the financial aid officer is responsible to the chief business officer of the institution. The exceptions are Corning Community College, whose part-time director reports to the director of student services, and Cazenovia College, whose director reports to the director of admissions.

Due to the fact that a major portion of financial aid is derived from the Federal Government, there are few differences in the responsibilities of financial aid directors among the institutions. The common purpose is to provide financial assistance to deserving students who would be unable to attend college without such aid. All offices stress financial aid counseling as a primary goal.

Common shortcomings of the office include excessive clerical work, lack of supporting staff, absence of defined structure and policy, financial aid needs that surpass available funds, and differences with other offices in the administration over what the function of the financial aid office should become. It would appear that the director at most institutions is attempting to have the office recognized as a student service rather than as a function of the business office. On the positive side, all financial aid officers believe that more is being accomplished than ever before, particularly with regard to their ability to counsel and aid disadvantaged students.

18.13 *As there can be a real economy of scale in loan collection, a joint collection center should be established within the CCFL to promote the systematic return of National Defense and other student loans that are outstanding. Under the direction of the proposed CCFL coordinator of admissions services, such a center also should coordinate off-campus College Work-Study Programs, process student PCS applications for financial aid at all the colleges to which a prospective student applies, and plan summer orientation programs for HEOP students. A reciprocal financial aid exchange policy should be established among CCFL institutions so that students who receive financial aid from one college can continue their aid while attending another college for a term or more. The financial aid officers should engage in appropriate lobbying activities to present positions on financial aid at state, regional, and national meetings and conferences.*

OFFICE OF THE REGISTRAR

At least one administrative officer is responsible for coordinating the registrar's functions in each institution. Common responsibilities include the maintenance of past and current student records; the development and coordination of class scheduling and registration; and supervision of degree requirements, the grading system, and the calendar. Alfred University, Elmira College, and St. Bonaventure University have combined an office of institutional research with the registrar's office.

18.14 *The registrars should initiate cooperative programming by meeting to discuss establishment of common policies to expedite student exchange programs across the consortium, the use of computer services (in cooperation with computer center directors), innovative methods of scheduling classes and examinations, the problems of classroom utilization, registration procedures, and institutional research. The registrars should identify problems that may emerge from voluntary plans to make the academic calendars of the institutions more compatible.*

THE OFFICE OF COUNSELING AND TESTING

All institutions possess some form of counseling and testing services. Dean of students, dean of faculty, director of counseling, and counseling psychologist are the titles given to those professionals who are responsible for fulfilling the objectives of these services. In most cases, the services are provided in direct response to student-initiated requests. All institutions provide educational, vocational, and personal counseling; faculty advising; consultation with staff concerning students; and referral services. Other services provided by some but not all institutions include placement; group counseling; individual and group testing; participation in freshman orientation programs; research; maintenance of educational, vocational, and placement libraries; veterans' coordination; and selective service registration. The strongest administrative setting for counseling and testing exists at Hartwick College.

The strengths of this office include staff qualifications, rapport with students, and a positive working relationship with staff and faculty. There is need for more staff, physical plant that is better suited to the counseling and testing program, and more informed knowledge on the part of students and staff of the services that are provided by the counseling and testing program.

18.15 *The counseling and testing staff of each institution should initiate cooperative programming by organizing a series of meetings that deal with specific areas of professional interest and concern. Workshop topics minimally should include new counseling services, administration of counseling and testing centers, the development of physical plant models, group counseling and testing strategies, record keeping, and research.*

HEALTH SERVICES

Each institution provides health services, and all but one have a physician as director. The institutions vary widely in the practice of assigning the health services function under a chief administrative officer. A number report that the director of health services is directly responsible to the dean of students, while others urge that this responsibility should be assigned to the office of provost or executive vice president.

With the exception of Ithaca College, there does not appear to be an attempt to integrate health services into the overall college programs. Only Elmira College, Ithaca College, and Keuka College have their health service programs accredited by the American College Health Association. All report enthusiastic support of health services by the general administration, however. Only the head physician at Ithaca College and Corning Community College and none of the staff nurses have faculty status at the institutions. This should be seen as an emerging morale problem on most campuses.

18.16 *Members of the health services staffs should initiate the sharing of common experiences by organizing a series of meetings to discuss the results of an extensive survey on health services that was prepared during the CCFL Self-Study.*

OFFICE OF CHAPLAIN

At least five of the institutions have one or more full- or part-time staff members who function in the role of campus chaplain. These include Hartwick College, Hobart and William Smith Colleges, Ithaca College, Keuka College, and St. Bonaventure University. The Roman Catholic chaplaincy at St. Bonaventure University and Ithaca College contrast sharply with all others. St. Bonaventure University's chaplain functions in a part-time capacity, engaged exclusively in personal counseling. The announced aim of the Roman Catholic chaplain at Ithaca College is to "be around" and to get to know the campus and be known. All other chaplains enunciate their aims and objectives similarly as exercising a ministry that is both issue-centered and pastorally-oriented. In most of the institutions, the duties and responsibilities are defined in terms of what the chaplain chooses to take upon himself. Tension exists between the actuality of issue-centered and problem-centered ministry and the assumption of most institutional descriptions of a program-centered chaplaincy.

It is impossible to identify the strongest chaplaincy role among the institutions because they differ so in orientation. The effectiveness of Hartwick College is in large part administrative. Ithaca College has primarily a non-administrative, problem-centered ministry. Hobart and William Smith Colleges and Keuka College have a combined role on the campus, with the chaplain of Keuka College having a more clearly discernable public impact on the entire student body.

18.17 *Much can be gained from an occasional meeting of the chaplains. In addition to sharing ideas, concerns, frustrations, and successes, the chaplains should consider cooperative programs such as the establishment of a clearing-house for guest speakers, the coordination and dissemination of abortion referral information, and the sharing of campus resources (e.g., Hartwick College's program for drug education and counseling via the Oneonta Campus Ministry.)*

THE OFFICE OF STUDENT ACTIVITIES

With the exception of Alfred University and Keuka College, all institutions have an officer who is assigned responsibility for student activities programming. Alfred University and Keuka College have committees or councils that are charged with student activity planning. Assistant dean of students, associate dean, administrative assistant, and director of activities are typical titles given to the staff member who is responsible for fulfilling the goals of this program. The common purpose is to plan cultural events and provide social activities that will enhance the educational experiences of students.

The status of formal student activities programming is under review on most campuses. There is an apparent desire for more effective interaction between students and faculty members. Declining faculty interest in serving as advisers to student clubs and organizations is evident. With the exception of Elmira College, the area of intramural activities is excluded as a part of the formal activities program, but most of the institutions do sponsor intramural sports through their athletic departments. Only two colleges report they are developing student activity centers. Although the use of student activities as a learning laboratory is a stated objective on most campuses, only modest attempts are being made to conduct leadership training as a means for improving the effectiveness of student leadership.

18.18 *Joint meetings of student activities directors should be convened to share program ideas. There is a particular need for the directors to address themselves to designing and measuring the role of student activities as a major way of enriching the educational experiences of students.*

OFFICE OF HOUSING

Few of the institutions have a full-time administrator who is responsible solely for student housing. This responsibility is included usually among the duties of an assistant or associate dean of students. With the exception of Corning Community College, which is a commuter campus, all of the institutions have head residents within their dormitories, and they are usually assisted by student leaders. At Cazenovia College

and Keuka College, mature women are employed as head residents. Both Elmira College and Ithaca College employ graduate students in this capacity. Hobart and William Smith Colleges employ undergraduates as head residents, and Hartwick College employs faculty members, graduate students, and undergraduates.

All of the residential colleges conceive housing to be an integral part of the educational process and seek to make students feel more comfortable within the residential situation. Student governmental processes are encouraged. Non-classroom learning experiences are occurring within residence halls, and to this end Alfred University, Hartwick College, and Ithaca College have established co-educational housing opportunities. Hobart and William Smith Colleges have made plans to include this form of housing in some of their halls next year. Elmira College and Ithaca College have stressed opportunities for counseling within residence halls, and Elmira College makes good use of the halls for classroom and small group discussions as an adjunct to the academic program.

18.19 *The residential nature of eight of the institutions makes it imperative that staff members, students, and others who are concerned with emerging philosophies and patterns of student housing meet to share viewpoints and experiences. Methods should be discovered by which CCFL programming in residence halls can enrich student life and complement students' classroom experiences.*

OFFICE OF PLACEMENT AND CAREER PLANNING

Formal offices are few in number, but each institution has assigned the responsibility for placement and career planning to a member of the administrative staff. At Hartwick College, this function is administered under the auspices of the development office, an unusual but perhaps promising innovation.

Few placement and career planning staff members regard their office as an employment agency for prospective graduates. The more fundamental goal is to assist each student in self-analysis in relation to the hundreds of life choices that lie ahead, including graduate study, employment, and military service. In this view, the placement and career planning function has a distinctive educational mission that logically extends from the formal academic program of the institution.

18.20 *Meetings of placement and career planning officers should be organized to explore cooperative programs such as the exchange of recruiting visit schedules, student access to recruiting interviews throughout the consortium, and workshops on graduate study and areas of employment in private business and government.*

CHAPTER SEVEN

LONG-RANGE PLANNING

PLANNING WITHIN THE COLLEGES

The planning function has grown rapidly within the CCFL institutions over the last decade. There is evidence that a good deal of conscious planning exists in most institutions, and sophisticated planning is being carried on in a few. There has been a tendency to appoint a single administrative officer who is responsible for the planning function at those institutions which are committed to continuous planning on a college-wide basis. Increased participation and involvement of all institutional constituencies also have become evident, and this is to be seen as the most effective way of making planning more than an exercise. Many different techniques have been used, including greater dependency on ways of quantifying institutional data. The introduction of computer-assisted planning models at Alfred University and Ithaca College has enabled planners to manipulate large numbers of complex variables that must be included in the planning effort.

RECOMMENDATION 19: A CCFL COMMITTEE ON INSTITUTIONAL PLANNING AND PLANS SHOULD BE ESTABLISHED TO PROMOTE PLANNING WITHIN AND AMONG THE INSTITUTIONS ON A CONTINUING AND COORDINATED BASIS.

Representatives to the Committee on Institutional Planning and Plans should be drawn from institutional research and planning officers and other appropriate persons. The committee might wish to use resource consultants as it attempts to identify and experiment with planning strategies within the institutions. Its role should be one of explaining the nature and purpose of planning to the constituencies of each college. The committee might consider developing a standardized institutional data system for the consortium, in cooperation with the computer center directors. The committee might prepare and maintain a current inventory of institutional policies and programs as major decisions are made. The inventory at each institution should include all segments of operation, from student and academic life to non-academic administration. Near the end of each academic year, and before the CCFL Board of Trustees meets for its mid-June meeting, the institutional inventories might be consolidated, and a status report on planning and plans within the institutions could be prepared for general distribution.

In identifying plans and planning within each institution, the Central Steering Committee was mindful, of one serious limitation. Institutional decisions are made every day, and modifications are always emergine to affect both minor and substantive changes in even the best conceived plan. The following statements on institutional planning are presented, then, with the understanding that each represents only a moment in the history of each institution.

Alfred University. *(Status as of May 30, 1971.)* A Master Plan for Alfred University was prepared in 1963 and guided the institution until 1970, when a $17.4 million development program was successfully completed. The university is currently in Stage IV of a five-stage self-study and long-range planning project that will provide guidelines and priorities for the next five to ten years. Unlike the 1962-63 Master Plan, the current project has produced a comprehensive self-analysis and has achieved an exceptional amount of participation from the various constituencies of the university.

The current project was initiated in June of 1970 and is scheduled for completion and implementation by March of 1972. Approximately 250 people, including trustees, faculty, students, administrators, alumni, parents, and local residents, have been directly involved with committee work. In addition to utilizing human resources in the planning process, the university has purchased the Peat, Marwick, and Mitchell & Co. SEARCH computerized planning model that contains over 900 variables that can be manipulated by institutional planners. The Stage IV Master Plan Committee is currently working on recommendations in seven areas: Goals and Philosophy, Academic Program, Governance, Facilities, Finances, Administrative Services, and Student Life Styles.

Specific recommendations will be made by the Stage IV Master Plan Committee by the fall of 1971. There appears to be a number of areas in which some level of agreement is emerging, but only *tentative* decisions have been made, and these may be modified in subsequent stages of the planning process. As to goals and philosophy, Alfred University probably will remain relatively small for a university, with a total undergraduate student body of 2,500 by 1983. Its basic mission will continue to be the teaching of undergraduate students. The liberal arts and sciences are to be more generally stressed, but the New York State College of Ceramics will be continued as a specialized and important area of undergraduate and graduate concentration. A more flexible curriculum for more inner-directed and better motivated students is being sought. Independent study and interdisciplinary studies are to be stressed, and consideration is being given to a six-week block academic calendar with two courses per block. Current thinking is to encourage the admission of students of all ages with flexible entry and graduate requirements. The university will seek more effective ways of reducing attrition, and it is generally believed that the new academic program will influence this goal substantially.

Tentative approval has been granted for the continuation of degrees as the institutional mode for certifying students' academic success. Graduate programs, a business division, and a nursing program will probably be continued. The liberal arts and sciences are to become the center and the heart of the university, and the library will be given a high priority in helping to accomplish this goal. There is some interest in changing the liberal arts college from a departmental to a divisional structure.

Institutional governance also is undergoing a major review. 1970-71 was the first year of operation for both the Student Assembly and the University Council. The assembly is not enjoying great student interest or support, and the council, at 44 members, is generally viewed as being too large. Yet both organizations have improved campus communication and understanding. Three years ago, the university was reorganized into four divisions under the supervision of vice presidents for academic affairs, student affairs, business and finance, and university relations. The Master Plan Committee is reviewing the governance roles of trustees, administrative officers, faculty members, students, the Student Assembly, and the University Council in the institutional structure.

In the past five years, the university has constructed a health center, a women's residence hall,

a science center, an observatory complex, and a new president's home. Currently under construction are seven new apartment-style dormitories, a new physical education and recreation center, and a new ceramic art and library center. The Master Plan Committee has under consideration recommendations to improve library facilities and services.

Financial planning is being carried on by the Master Plan Committee. With the exception of three of the last 25 years, the university has balanced its budget. Deficits have been relatively modest, never rising above $30,000. Expansion of programs and enrollment, higher tuition, and better budget planning and control all have helped to preserve a balanced budget. There is some concern for the financial future of the university, however. Income projections compared to expense projections indicate that deficit budgets in the near future will be likely if certain policies and conditions are continued. A security officer recently has beeen added to the staff, and a new Sigma 5 Xerox computer has been leased. A full-time university doctor will be appointed to the staff in the summer of 1971. The counseling staff has been expanded, and a full-time director of institutional research will be added to the staff in the fall of 1971.

Student life styles are undergoing change on the campus. National and local trends over the last four years have effected certain policy changes. Only freshmen and sophomore students are required to live in university residence halls. There are no curfews for students of either sex, and women's halls have liberal visitation hours. Alcoholic beverages are allowed in residence halls, and the university has established a Pub in the Student Center. Student involvement in the governance of the university also has been dramatically increased over the last two years.

Cazenovia College. *(Status as of May 30, 1971.)* A Long-Range Planning Committee was established in 1969 by the Cazenovia College Board of Trustees. Its membership was drawn from a broadly representative background of trustees, faculty members, administrative officers, students, and staff assistants. A Committee on Institutional Research provided data for the Long-Range Planning Committee. This committee was engaged over the last three years in a program of self-study, made possible by a grant from the American Management Research Foundation. This committee recently has been replaced by a Council on Development and Long-Range Planning, which includes the major administrative officers of the institution, five faculty members, three students, and the president of the alumni association.

Cazenovia College plans to remain a two-year college for women and anticipates an increase in the size of the student body over the next three or four years from 488 to 600.

Academic planning has resulted in several new programs and policy changes. A Performing Arts Program, encompassing the areas of art, theatre, and dance, with an option in music, has been established, as has a Physical Education/Recreation Program, which is a liberal arts option. Human ecology (community and personal health) and Afro-American history have been introduced in the curriculum. The January Term, adopted in 1969 as part of a 4-1-4 calendar, provides for an independent study period between the long semesters. "Mini-courses" are tailored to student needs and desires, and may be offered for one hour of credit by interested members of the faculty. Physical education and music courses can now be taken on a credit basis, and physical education and dance have been removed as institutional requirements. Current planning suggests that the academic year calendar may be changed. Changes have been made in the Child Study Program, the Merchandising Program, and in Music. The core general education program has been terminated in favor of a distribution requirement.

An innovative approach to institutional governance was instituted in the fall of 1970. Constituencies of the college are organized on an "all college" governance model.

Changes in campus physical facilities also are anticipated. The general aim of the campus plan is to join the north and south portions of the campus by purchasing private homes on Liberty Street, which separates them, and to sell properties located on other streets which are presently used for faculty housing. A campus pub and a child study facility are being considered, and improvements will be made in the campus theatre.

The Cazenovia College Board of Trustees has approved a capital fund campaign with a goal of $750,000 that began in January of 1971. The fiscal future of Cazenovia College will be influenced by a number of factors. A college budget is an expression of educational philosophy. To a large extent, the budgets of some private colleges have been so influenced by inflation and declining enrollments that drastic fiscal measures have been necessary to avoid serious economic problems. In such a climate, philosophy tends to become secondary to expediency. The college budget has been shaped more by immediate needs to economize than by careful, rational choice between alternatives. If enrollment stabilizes, the college hopes to make strides toward a budget procedure which will provide a better alignment of institutional priorities.

Additional staff members are not planned. Instead, the college is seeking ways to stabilize supporting staff by combining offices and services and by increasing efficiency and effectiveness.

Corning Community College. *(Status as of May 30, 1971.)* Institutional planning at Corning Community College is carried on through three approaches. The Curriculum Committee of the faculty is responsible for planning courses and programs. Plant construction is planned by the president and the Facilities Planning Committee of the Board of Trustees. The remaining planning strategies seem to be largely diffuse, these being carried out by individuals and/or groups who have responsibility for certain program areas.

The basic mission of Corning Community College is to serve the local area and its needs through a variety of programs and services. The size of the student body will be maintained at its current level of 2,500 full-time equivalent students. Improvement of teaching and of the learning environment (such as individualized instruction and the integration of affective and cognitive learning) both within and outside the traditional classroom are stressed as institutional goals.

Programs in Human Services, Police and Fire Science, and Environmental Technology are being developed. The academic calendar has been changed to an early start 4-1-4 system with a voluntary minimester during the month of January.

The college is presently in the midst of an organizational development process that is designed to improve the internal governance of the institution and to increase the efficiency and effectiveness of policy implementation. The process involves study and analysis of five components of the institution: its goals and purposes, structure, psycho-social relationships, leadership style, and technology.

Plans have been made to build new physical facilities. Construction of a maintenance building has been approved for the 1971-72 academic year. New facilities in the future include a fine arts building, an addition to the student center, an addition to the Learning Resources Center, additional classrooms, and a swimming pool.

Corning Community College derives its funding from its local sponsor (Corning-Painted Post School District) and student tuition chargebacks to New York State. Tuition will increase about 5% in

1971-72. A local campaign for additional student financial aid funds is underway and the college is considering the creation of a Corning Community College Development Fund.

Elmira College. *(Status as of May 30, 1971.)* Continuous planning at Elmira College has existed for many years, with the president assuming leadership for this activity. In addition to the various planning councils that exist within defined program areas, annual planning takes the form of a five-year forecast that is shared within the institution among a trustee Standing Committee on Long-Range Planning, administrative offices, and the faculty.

An *Ad Hoc* Committee on Aims and Evaluations was appointed in the fall of 1969. No major changes in institutional objectives are anticipated, but plans have been made to intensify the institution's continuing dedication to promoting and implementing experimental approaches to learning. A change in the academic year calendar was made several years ago, and a six week module is being considered. In a most unique step, the entire administration and faculty will travel to Greece in late summer and early fall of 1971 for seminars and tours that are designed to stimulate new curricular thinking. Intensive curricular planning and possible modifications are projected for the 1971-72 academic year.

The college currently enrolls approximately 2,700 full- and part-time students. Elmira College became coeducational in the fall of 1970 with the admission of male students. Plans have been made to achieve parity of enrollment between male and female students in the near future.

Under consideration are plans for additional dormitories and a new health center. A new physical education and recreation facility will be constructed in the fall of 1971, and a major capital fund drive is scheduled to begin in 1972.

Hartwick College. *(Status as of May 30, 1971.)* Since 1962, Hartwick College has operated with three planning committees. The first special committee between 1962 and 1964 included ten faculty members, the second committee between 1967 and 1969 ten faculty members and two students, and the third, established in 1969 as a standing committee, includes trustees, administrative officers and faculty members. College goals, academic programs, graduation requirements, interdisciplinary and independent study, calendar, plant development, and fiscal priorities are issues that have been studied by the three committees.

Currently, the Committee on Long-Range Planning meets three times a year. This committee is beginning to coordinate the work of administrative, trustee, faculty, and student committees and councils. The committee will consider and propose long-range planning topics before they are forwarded to the board of trustees.

In the early 1960's, the college decided to transform itself from a small, relatively financially insecure institution into a solid liberal arts college that would be taken seriously in the academic world. To that end, the college sought to concentrate on the liberal arts and sciences, achieve a balanced budget each year, increase endowment, expand enrollment from 550 to 1,600 students, construct new buildings, expand the library collection, attract more motivated students, expand and improve the faculty, and increase faculty salaries. These goals have been largely achieved. In 1968, the college enacted legal separation from the Lutheran Church of America.

The past two years have been characterized by intellectual ferment leading to discussion as to what Hartwick's goals and philosophy should be in the next decade. Although the issue is not completely settled, Hartwick is emerging as an innovative institution, and may become an experimental college.

The new Campus Council has begun to function, and faculty participation in the preparation of the budget also is being achieved. No major changes in governance are foreseen immediately ahead.

In attempting to discover the college's future position in relation to its emerging experimental college philosophy, a number of academic issues have been raised. These include reducing the number of courses in the curriculum, increasing independent study and one-time seminars and workshops, changing from a credit system to a course as the standard unit of instruction, increasing off-campus study and field experience, developing a comprehensive program of institutional research, reexamining the calendar to promote maximum flexibility, capitalizing on archeological finds in the area, and discovering how best to utilize the 850 acres of Pine Lake property that have been purchased by the college. A grading system that uses written supplementary evaluations on transcripts already has been put into practice.

Physical facilities also have been given special attention in institutional planning. An old gymnasium is being converted into a little theatre. A new health clinic-infirmary is being planned, and dining hall and kitchen facilities are to be renovated. A capital fund drive for a new fine arts building, now under construction, was successfully completed at the end of the 1970-71 academic year. No further building plans are anticipated for the foreseeable future, with the possible exception of modifying campus residences to accommodate various styles of living.

Budget planning for the next five years has been designed to provide a million dollars of income over expenses each year. An expansion of the development office has been effected.

The size of the student body has been fixed at approximately 1,550 on-campus students, not including a large number of students who will always be enrolled in off-campus work. A balance between the college's on-campus and off-campus student body will be sought in ways that will utilize existing residence and dining hall facilities.

Hobart and William Smith Colleges. *(Status as of May 30, 1971.)* Self-study and planning has been a continuous activity at Hobart and William Smith Colleges since 1966. In the summer of 1966, a study of all phases of life within the colleges was undertaken by a group composed of students, faculty members, administrative officers, and trustees. A comprehensive report was submitted to the president at the end of the summer. No specific actions resulted, except for the creation of a Community Senate.

During 1966-67, a study of the general aims and objectives of the colleges was undertaken by selected students, faculty, administrators, and trustees, under the leadership of the president. This study resulted in a five-year financial projection, a preliminary master plan for physical facilities development, and a detailed statement of aims and objectives. It was generally agreed that the student body should not be larger than 1,600, and that the ratio of women to men should be increased to 1:2 or better.

A faculty curriculum commission studied the academic program during the 1970-71 year, and recommendations have been made for a number of sweeping changes in the form and content of the curriculum. Institutional requirements have given way to a flexible course of study in which students are given almost sole responsibility for designing their own programs in conjunction with a freshman year tutorial program and a strengthened faculty advising system.

Immediate changes in governance are not foreseen. The goal is to strengthen the existing structure.

Partially to accomplish this, staff additions will be made in the areas of development, student personnel, and campus security.

At the present time, a group composed of alumni, trustees, faculty, students, and administrative officers, under the direction of the executive vice president, is engaged in preparing a Master Plan for the colleges, one aspect of which will be the setting of priorities for physical facility development.

In budget planning, priority is given to faculty compensation, library, and financial aid. This plan is consistent with the aims of the colleges to maintain a quality faculty, a library adequate for an undergraduate liberal arts program, and a heterogeneous student body. It has been college policy to operate with a balanced budget and to avoid debt service when possible, except in connection with rent-producing buildings. Over the past fifteen years, the colleges have been successful in carrying out this financial policy. Lack of deficit financing is considered to be a strong factor in bolstering the independent position of the colleges.

In faculty personnel recruitment, the effort to recruit new faculty personnel at the assistant professor level and above will be continued, with emphasis being placed on those who have earned doctoral degrees. In the area of non-academic personnel, there is a need for rationalization of personnel policies, and for the preparation of a manual.

Ithaca College. *(Status as of May 30, 1971.)* The appointment of a new president in the fall of 1970 resulted in an immediate commitment to a program of continuing institutional study. A full-time director of institutional research and coordinator of planning was appointed for the first time in the 1970-71 academic year. The new director has been given the responsibility for studying the resources of the college in relation to the college mission, and for recommending directions in which the college should be developed.

In January of 1969, nine long-range planning committees were appointed to study and make recommendations for future directions of the college in the following areas: Organization and Governance, Curriculum, Financial Resources, Instruction, Student Life, Admissions, Physical Facilities, Alumni Relations, and Faculty Life. These committees have included a broad base of representation from students, faculty members, alumni, trustees, and administrative officers, and meetings have been frequent. The Committee on Organization and Governance has made a recommendation for a major revision of the administrative organization of the college. It has been decided to organize the college into the following academic units: Sciences and Humanities; Music; Health; Physical Education and Recreation; Health Professions; Business; Communication; and a Center for Individual and Interdisciplinary Studies. The new president also has appointed a Planning Council which will consider proposals for long-range plans involving both academic and non-academic aspects of the college. This council, made up of administrators, will make final recommendations to the president for implementation of all long-range plans.

A recommendation is being considered which would give clearer focus to the mission of the college, but it does not significantly change the objectives. The accent of the proposed new objectives is on the synergistic academic mixture of professional and liberal education.

Curricular planning is also underway, but no firm recommendations have been introduced for the elimination or creation of major academic policies or programs.

It has been decided that the size of the student body probably will remain at the present level of 3,800, with the prospect of increasing the number of off-campus students. The college is committed to

enroll and provide financial aid to as many students from culturally deprived and minority populations as the budget will permit. Also, there is a continual commitment to enhancing the intellectual quality of students who are to be admitted to the college, with particular regard to special-talent students.

Over the last decade, the college campus was built literally from the ground up as one of the most distinctive of its kind in the country. There are needs for additional buildings and additions to existing buildings, however. Under consideration are a renovation of the student center, a wing to the existing health center, a general services building for building and grounds personnel, a wing to the science building, a religious center, a fine arts center, an addition of two floors to the library, an allied health center, and a field house. Discussions are underway concerning the acquisition of additional land immediately adjacent to the campus.

The college is experiencing the same pressure of economic inflation felt by other institutions of higher learning. There is a definite need to find new sources of income. Efforts are being made to increase gift income from individuals, foundations, board members, and alumni. A full-time member has been added to the development staff to work with a newly-formed Parents Council. Also, the college recently employed a consulting firm to assist in the planning of fund-raising strategies. A careful review of financial priorities reveals that these priorities are reasonably consistent with the objectives of the college, except that more funds will need to be allocated for instruction and research.

Keuka College. *(Status as of May 30, 1971.)* Intensive planning has been underway at Keuka College since 1966, when a committee involving trustees, a new president, the faculty council, and the administrative staff prepared a Long-Range Plan that covered seventeen areas of the college. In 1968, Peat, Marwick, and Mitchell & Co. reviewed administrative activities, and their findings brought about several recommendations that have been implemented. In the following year, the Long-Range Plan was revised and updated along the lines that were suggested in the Tickton Planning Model. The main thrust for self-study, review, and long-range planning currently is being assumed by the board of trustees.

Over the last two years, an intensive study of the institution's basic mission was undertaken. The study was exemplary, particularly the way in which it dealt with the question of the institution's status as a women's college. It was decided that Keuka College will remain a single-sex college, enrolling approximately 900 women students from a representative national base. The institution also affirmed its commitment to enrolling minority students and foreign students.

Changes in governance have been instituted since 1969. In that year, the board revised its bylaws. A restructuring of the faculty and the Student Association constitutions created changes in institutional governance, stressing that committees of the faculty and the Student Association are responsible to their own constituency, to the president of the college, and to the board of trustees.

An *ad hoc* committee on curriculum revision worked through the summer of 1970 and proposed a final report to the faculty of the college in the fall. Policies concerning the following topics were recommended and approved or amended: interim graduation requirements, graduation honors, graduation requirements, field period, course unit, calendar and course load, progress toward degree, and student evaluations.

Many of these policies will become effective in August of 1971; others will be implemented in August of 1972. The decision has been made to maintain a student-faculty ratio of 14:1.

Elaborate planning for the development of Keuka College's physical facilities is being undertaken.

Construction of a new library and physical arts building began in the spring of 1971. A new student activities building also is under construction. Renovation of three buildings in the immediate future is being considered. Under consideration are additional student and faculty housing units, a guest house, and renovation of the old library.

A $5,000,000 campaign was initiated in 1969 to provide funding for the campus physical plan. Trustees also have established budget priorities for two-year periods in the areas of faculty salaries and student aid. A new IBM 1130 computer has been leased and is considered to be a significant addition to the college.

St. Bonaventure University. *(Status as of May 30, 1971.)* The university is involved heavily in planning that is focused on curricular revision and rearticulation of the institution's mission and goals. Administrative committees and groups have been appointed to work on the long-range planning program.

A committee of the University Advisory Council has been appointed by the president to study goals and philosophy. Tentative conclusions suggest that the size of the university should be maintained at about 2,500 full- and part-time students, and that the male-female ratio in the student body should remain essentially unchanged.

The Faculty Senate Committee, which includes students, faculty members, and administrative officers, is studying calendar revision in conjunction with new academic programs. The Faculty Senate is in its first year of operation and will submit a self-evaluation of its activities after two years. Review of the university's graduation program was to be undertaken in the summer of 1971.

An architect has been employed to recommend plans for the renovation of classroom and library facilities. Plans will be developed according to priorities that are established by the board of trustees in consultation with appropriate university committees.

Long-range financial planning is being studied with the goal of projecting future need and resources. There are no plans to add to the administrative staff, with the possible exception of the admissions office and perhaps in counseling services.

VOLUNTARY PLANNING AND STATEWIDE NEEDS

RECOMMENDATION 20: TO PARTICIPATE IN SHAPING THE HIGHER EDUCATION PLANNING OF NEW YORK STATE AND TO AVOID INFRINGEMENT ON INSTITUTIONAL AUTONOMY, THE CCFL SHOULD DEMONSTRATE PUBLICLY THAT VOLUNTARY PLANNING CAN BE ACHIEVED ON A REGIONAL BASIS BY SUBMITTING PERIODIC INSTITUTIONAL PLANS AS A CONSORTIUM TO THE STATE.

20.1 *There should be a direct link developed between the CCFL and the state, especially the legislature, and the CCFL should take the initiative in providing information and proposals.*

20.2 *Meetings between the CCFL presidents and officials at the state level should be continued and intensified.*

20.3 *Steps should be taken by the executive director, the presidents, and other consortium directors and their presidents to present a compelling case for funding a statewide program of voluntary planning that includes the public and the private sectors.*

The CCFL Self-Study and Long-Range Plan has been a special case of interinstitutional cooperation, perhaps the most important cooperative activity that the CCFL institutions have ever sponsored. Beyond serving the immediate purposes that were charged to it, the planning process has implications outside the consortium. No purpose is to be served in encouraging other institutions or consortia to adopt the CCFL approach to planning. It is merely one model that can be adopted by colleges who wish to engage in cooperative planning.

Its significance is to be found in five attributes that should be common to cooperative planning but often are not found in the national experience: (1) *It has been entirely a voluntary process on the part of the participating colleges.* A tenth CCFL institution that did not wish to commit itself to the rigors of self-study and planning discontinued its membership early in the fall of 1970. (2) *It has elicited a comprehensive and critical inventory of institutional resources and plans, and major recommendations for cooperation have been identified.* (3) *It has evoked substantial and representative participation from faculty members, students, and administrative officers in all nine colleges.* More than 500 persons were involved in some significant way and others participated in providing administrative services. (4) *It has involved almost every type and form of college and university that exists in the country.* Represented in CCFL membership are two-year, four-year, and graduate institutions. There is a public community college and a two-year college for women. There is a four-year, free-standing college for women, and one of the institutions operates on a coordinate model that administers a men's and a women's college under a central organization. Most of the colleges are independent and one member is affiliated with the Roman Catholic Church. (5) *The most significant finding is that the unhealthy competition which is alleged to exist between private and public colleges need not occur, and indeed did not.*

The importance of the CCFL experience is that voluntary planning can be achieved at a time when statewide coordination has become necessary and, if excessive, potentially damaging to the coherence and integrity of all institutions, public and private. Taxpayer revolts, declining public confidence in the management of colleges and universities, unnecessary proliferation and duplication of programs, and new social needs have all contributed to a fiscal crisis at the state level. These exigencies have prompted an urgent search for more effective ways of obtaining effective coordination of planning.

The Regents of the University of the State of New York first pointed in 1964 to the role that interinstitutional cooperation could play in statewide planning efforts. There followed in the 1968 Statewide Plan an affirmative statement about institutional cooperation as one of the Regents' priority concerns for higher education, when it was recommended that

> . . .a planning grant fund be provided to the Regents annually for the purpose of stimulating interinstitutional cooperation, private and public, and to support other studies necessary for the accomplishment of the State's master planning objectives in higher education.*

The master plan that is formulated for the next several years contains a similar statement. The

Commission on Independent Colleges and Universities also has identified the role that interinstitutional cooperation can play in statewide planning efforts, when it said in 1969:

> The evidence is clear. . .that interinstitutional cooperation by the private colleges and universities, including cooperation with the public institutions, is increasing and presumably paying dividends. It can be expected to grow even more in the years immediately ahead.**

Current cooperation among four consortia executive directors in New York State has led to a joint decision to take whatever steps are necessary in the months and years ahead to communicate the need for voluntary statewide planning and to identify the important role that consortia can play in the process. Significant progress was made in approximating this goal when the executive director and the presidents from the CCFL institutions met with a committee of the Board of Regents in June of 1971 to convey their thoughts on the proposed master plan and to discuss the need for greater cooperation among the state's institutions in the planning effort.

In summary, it has become apparent that statewide needs can be served by voluntary planning among public and private colleges and universities. The CCFL plan has demonstrated that voluntary planning on a regional basis is possible. Collegiate consortia have considerable potential for eliciting voluntary planning. They can serve effectively as liaison organizations between statewide coordinating agencies and individual institutions. Because they are voluntary organizations, they can preserve the preferred norm of institutional integrity and at the same time require a fundamentally new approach to cooperation that will better serve the needs of the institutions and the people of the region and the state.

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* Select Committee on the Future of Private and Independent Higher Education in New York State, *New York State and Private Higher Education,* Albany; the New York State Education Department, 1968, p. 44.

** Commission on Independent Colleges and Universities, *Statewide Plan for Private Higher Education,* New York; the Commission, 1969, p. 65.

APPENDICES

APPENDIX A

MEMBERS OF THE CENTRAL STEERING COMMITTEE AND THE SEVEN TASK FORCES

It is not possible to identify everyone who has played a role in the CCFL Self-Study and Long-Range Plan. It is estimated that at least 500 faculty members, administrative officers, students, and secretarial staff members made significant contributions to the preparation of the nine inventories of institutional resources that were prepared in Stage I. Major contributions were made by the members of the Central Steering Committee and by the members of the seven task forces that analyzed the results of each Inventory of Institutional Resources and made recommendations for the future of the CCFL. Their names appear below.

I. THE CENTRAL STEERING COMMITTEE

Norma E. Bentley; Lionel I. Dannick, Cazenovia College
Robert E. Chapman, Corning Community College
Paul R. Givens, Ithaca College
Richard K. Harder, Alfred University
Robert E. Long; Gene S. Cesari, Elmira College
William L. Odom, Keuka College
Leslie G. Rude, Hartwick College
Allan M. Russell; Beverley D. Causey, Jr., Hobart and William Smith Colleges
Rev. Cornelius A. Welch, St. Bonaventure University
Gary H. Quehl, College Center of the Finger Lakes; *Chairman*
William Nelson, Danforth Foundation; *Consultant*

II. THE TASK FORCE ON INSTITUTIONAL PURPOSES

G. Benjamin Oliver, Hobart and William Smith Colleges
James A. Taylor, Alfred University
William L. Odom, Keuka College; *Chairman*

III. THE TASK FORCE ON INSTITUTIONAL GOVERNANCE

Gene S. Cesari, Elmira College
Jennifer Dee, William Smith College
Franklin L. Fero, Hartwick College
James K. Graby, Keuka College
John F. Neeson, St. Bonaventure University
Eugene A. Welsh, St. Bonaventure University
Norma E. Bentley, Cazenovia College; *Chairman*

IV. THE TASK FORCE ON ACADEMIC PROGRAMS

Edward A. Aleo, Elmira College
Edward Ambrose, Hartwick College
Kenneth E. Anderson, St. Bonaventure University
Francis X. Brady, Elmira College

Firman H. Brown, Jr., Ithaca College
Lewis C. Butler, Alfred University
Gene S. Cesari, Elmira College
Edward R. Cuony, Hobart and William Smith Colleges
Frank Darrow, Ithaca College
Louis E. DeLanney, Ithaca College
Edward G. Emerling, St. Bonaventure University
David C. Frank, Corning Community College
Richard L. Heaton, Hobart and William Smith Colleges
Anne H. Hopkins, Hobart and William Smith Colleges
David M. Hutchison, Hartwick College
Leo E. Keenan, Jr., St. Bonaventure University
Richard J. Kohlmeyer, Hartwick College
Roberta P. Lester, Cazenovia College
Craig McHenry, Ithaca College
James Mittelstadt, Elmira College
Richard A. Orb, Keuka College
Joseph M. Pastore, Jr., St. Bonaventure University
Stephen Panko, Ithaca College
John R. Pavia, Jr., Ithaca College
George P. Puerschner, Elmira College
Gunars Reimanis, Corning Community College
Lionel R. Sharp, Cazenovia College
Walter S. Stephens, Keuka College
William F. Straub, Ithaca College
Nancy Struever, Hobart and William Smith Colleges
John L. Stull, Alfred University
Robert C. Turner, Alfred University
Michael W. Webb, Alfred University
Evelyn W. Wood, College Center of the Finger Lakes
Evalyn Bates, Hartwick College; *Chairman*, Sub-Committee on Graduate Programs
Paul R. Givens, Ithaca College; *Chairman*, Sub-Committee on the Social Sciences
Robert E. Long, Elmira College; *Chairman*, Sub-Committee on the Humanities
Allan M. Russell, Hobart and William Smith Colleges; *Chairman*, Sub-Committee on the Natural Sciences
Rev. Cornelius A. Welch, St. Bonaventure University; *Chairman*, Sub-Committee on Professional Programs of Study
Leslie G. Rude, Hartwick College; *General Chairman*, and *Chairman,* Sub-Committee on General Academic Programs

V. THE TASK FORCE ON STUDENT LIFE

Patricia Abraham, Elmira College
Julia Amos, Keuka College
Jeri Brownell, Cazenovia College
Patricia Cauley, St. Bonaventure University
James Crenner, Hobart and William Smith Colleges
Dianne Douglas, Hartwick College
Jacqueline Esposito, Corning Community College
Peter E. Forbes, Cazenovia College

Anne Funicello, Alfred University
Esther Gibbs, Ithaca College
Rev. William Graf, Ithaca College
Harold Gray, Keuka College
Elizabeth S. Hausman, Alfred University
Lynn Jillson, Keuka College
Cheryl Landman, Alfred University
James L. Lawrence, Hartwick College
Fred Lian, Hartwick College
Rev. Gerald T. McCaffrey, St. Bonaventure University
Gary McNaney, Elmira College
Nancy Melniker, William Smith College
Jane E. Milley, Elmira College
M. Alan Poole, Corning Community College
Steve Prisco, Alfred University
Cynthia Schepler, Cazenovia College
Arthur Sciorra, Corning Community College
Andrew Sparaco, Hartwick College
Mark Spire, Ithaca College
Pam Stetson, Alfred University
Karen A. Traver, St. Bonaventure University
Richard Tredway, Alfred University
Rosannah Watson, Cazenovia College
Peter Zakia, St. Bonaventure University
Robert A. Chapman, Corning Community College; *Chairman*

VI. THE TASK FORCE ON ADMINISTRATIVE SERVICES

Dominic Bordonaro, Ithaca College
Constance A. Brewer, Hobart and William Smith Colleges
Alexander Clark, Ithaca College
Robert Conroy, St. Bonaventure University
Nolan C. Cooper, Alfred University
Paul J. Farinella, Ithaca College
Peter L. Fenton, Elmira College
Rev. Robert E. Heffner, Hartwick College
John W. Kelley, Corning Community College
Walter R. Kuhn, Hartwick College
Howard B. Maxwell, Hartwick College
Rev. Durstan R. McDonald, Hobart and William Smith Colleges
Jean Merwin, Elmira College
Henry H. Newlin, Corning Community College
Emil Policay, Ithaca College
George Privateer, St. Bonaventure University
Thomas R. Walton, Elmira College
Gary A. Yoggy, Corning Community College
Donald J. Beck, Corning Community Co'lege; *Chairman*, Sub-Committee on Student Services
Robert M. Davies, Ithaca College; *Chairman*, Sub-Committee on The Executive
G. Wayne Glick, Keuka College; *Chairman*, Sub-Committee on Academic Affairs
Gary H. Quehl, College Center of the Finger Lakes; *General Chairman*

VII. THE TASK FORCE ON LONG-RANGE PLANNING

Mary Ann Ehrhardt, Elmira College
Al H. Nothem, St. Bonaventure University
Richard K. Harder, Alfred University; *Chairman*

VIII. THE COLLEGE CENTER VISITATION TASK FORCE

Adolph G. Anderson, Hartwick College
Thomas R. Blackburn, Hobart and William Smith Colleges
Boyd A. Litzinger, St. Bonaventure University
Ellis L. Phillips, Jr., Ithaca College
Gene S. Cesari, Elmira College; *Chairman*

APPENDIX B

COMBINED ENROLLMENT FOR ALL CCFL INSTITUTIONS, FALL TERM, 1969

Type of Student	PROGRAM LEVELS Resident and Extension Enrollments Fall Term, 1969					
	UNDERGRADUATE		1st Professional	Graduate	Students Not Classified By Level	Total
	Wholly or Chiefly Creditable Toward a Degree					
	Lower Division (Freshman and Sophomores)	Upper Division (Juniors and Seniors)				
1. Resident Students; Total (a + b)	9,926	6,092	149[1]	924[2]	1,370	18,461
a. Men	4,895	2,968	149[1]	502[2]	730	9,244
b. Women	5,031	3,124	—	422[2]	640	9,217
2. In-State Students	7,221	3,950	53[1]	716[2]	1,193	13,133
3. Out-State Students	2,675	2,161	96[1]	208[2]	177	5,317
4. Full-time Students	8,996	6,063	149[1]	191[2]	140	15,539
5. Part-time Students	936	56	—	733[2]	1,230	2,955
a. Those in 5 above enrolled for at least ½ but less than ¾ normal load	117	44	—	278[2]	84	523
6. Full-time equivalent of part-time students reported in 5 above	2,440	28	—	189[2]	432[4]	3,089
7. Extension Students, Total (a + b)	—	—	—	72[3]	27[4]	99
a. Men	—	—	—	28[3]	22[4]	50
b. Women	—	—	—	44[3]	5[4]	49
8. No. of students living in institutionally owned or operated housing	—	—	—	—	—	8,060
9. First-time Students (new freshmen not previously enrolled in any institution of higher education						
Total	5,746					5,746
a. Men	2,763					2,763
b. Women	2,983					2,983
	Registrations in correspondence courses: Fall Term 1969					
Total registrations:	24,492					

[1] St. Bonaventure only
[2] Alfred, Elmira, Ithaca, St. Bonaventure
[3] Alfred, Ithaca only
[4] Alfred only

APPENDIX C

CERTIFICATES, DIPLOMAS, AND DEGREES OFFERED BY CCFL MEMBER INSTITUTIONS

Institution	Cert.	Dipl.	A.A.	A.S.	A.A.S.	B.A.	B.S.	B.F.A.	B.B.A.	B.M.	M.A.	M.F.A.	M.S.	M.S. Ed.	M.M.	Ph.D.
Alfred[1]						X	X	X			X	X	X	X		X
Cazenovia[2]			X	X												
Corning[3]	X	X	X	X	X											
Elmira			X		X	X	X							X		
Hartwick						X	X									
Hobart and William Smith						X	X									
Ithaca						X	X	X		X		X	X	X	X	
Keuka						X	X									
St. Bonaventure						X	X		X		X		X	X		X

[1] Alfred cooperates with Columbia in 5-year B.A. & B.S. in Engineering degrees.
[2] Cazenovia is authorized to give A.A.S., but does not at present do so.
[3] Certificates at Corning in secretarial studies, drafting, retail salesmanship, pre-school education. Diplomas may be given in police science, retailing, basic electricity and aviation ground school as needs arise.

APPENDIX D

BACHELOR'S, MASTER'S, AND DOCTOR'S DEGREES AWARDED BY CCFL MEMBER INSTITUTIONS FOR 1968-69

Major Field of Study	Bachelor's Degree		Master's Degree		Doctor's Degree	
	No.	% of Total	No.	% of Total	No.	% of Total
NATURAL SCIENCES						
Astronomy	0		0		0	
Biology	148	5.9%	3	.9%	2	25%
Chemistry	47	1.9	1	.3	0	
Geology	5	.2	0		0	
Mathematics	115	4.6	6	1.9	0	
Physics	16	.7	0		0	
HUMANITIES AND FINE & APPLIED ARTS						
Art	39	1.6	10	3.1	0	
English & Journalism	297	11.9	11	3.4	0	
Language: French	62	2.5	0		0	
German	17	.7	0		0	
Greek/Latin	9	.4	4	1.2	0	
Russian	4	.2	0		0	
Spanish	25	1.0	0		0	
Unidentified	8	.3	0		0	
Music	25	1.0	6	1.9	0	
Philosophy	34	1.4	0		2	25
Religion	5	.2	9	2.8	0	
Speech & Theatre	28	1.0	0		0	
TV/Radio	48	1.9	0		0	
SOCIAL SCIENCES						
Anthropology/Sociology	156	6.2	3	.9	0	
Economics	75	3.0	0		0	
Geography	0		0		0	
History	241	9.6	6	1.9	0	
Int. Relations	11	.5	0		0	
Political Science	102	4.0	0		0	
Psychology	142	5.7	14	4.3	0	
THE PROFESSIONS						
Bus. Admin.	251	10.0	0		0	
Education	215	8.6	181	56.0	0	
Ceramic Science/Engineering	64	2.6	15	4.6	4	50
Health Professions:						
Hosp. Admin.	0		0		0	
Med. Tech.	15	.6	0		0	
Nursing	65	2.6	0		0	
Physical Therapy	67	2.6	0		0	
Physical Education	100	4.0	51	15.8	0	
Speech & Hearing (Impaired)	66	2.6	3	.9	0	
Total	2,502	100.0%	323	100.0%	8	100.0%

APPENDIX D *(Continued)*

ASSOCIATE DEGREES AWARDED BY CCFL MEMBER INSTITUTIONS FOR 1968-69; 1969-70

	Arts	Science	Applied Science	Total
Elmira				
68 - 69	4	13		17
69 - 70	4	9		13
Cazenovia				
68 - 69	121		72	193
69 - 70	132	78		210
Corning				
68 - 69	100	210	180	490
69 - 70	127	246	192	565

APPENDIX E

BACCALAUREATE DEGREE REQUIREMENTS AT CCFL MEMBER INSTITUTIONS

Requirement	Alfred	Elmira	Hartwick	Hobart & Wm. Smith	Ithaca	Keuka (71 - 72)	St. Bonaventure
English Comp.	Prof. Requ. based on CEEB scores				6 1-2		
Interdiscip.			6				
Soc. Sci.			9				
Math &/or Sci.			9		6 1-2		
Phil. & Rel.							9+9
Nat. Sci.		6 (4 Elmira units)					
Humanities		12 (8 Elmira units)	9		12[1]		
Foreign Lang.					6[1]		6[4]
Non-major Areas	2 in each of: Fine Arts; Lit & Phil; Nat Sci; Soc Sci; Communications plus 1 full course in Phys Ed						63 in Soc Sci; Math; Nat Sci; Humanities
Majors	24-32 plus 12 - 24 related	30 - 36 (20 - 24 units)	30 - 49		30 min	Varies in size	30 min
Phys Ed or Mil.	4	Prof Ex	4				
Other Requirements		Field Exp 9 (6 units)	Under-grad Rec. Ex		Recital- 3[1] 1 yr. hosp. intern NYC[3]	Field Ex 4 course units	
Credits Required	124 & 2 Allenterms	120 (80 units)	120 exc App Mus. & P.E.		120	36 units (130 cl hrs=unit)	129
GPA	2.0	2.0	2.0		2.0		2.0
Residency Requirements	senior yr & min 30 crs	senior yr & min 30 crs	2 yrs inc senior yr	3 yrs	senior year	2 yrs inc senior yr	senior year

[1] School of Music

[2] Health & Phys Ed.

[3] Physical Therapy

[4] School of Arts and Science

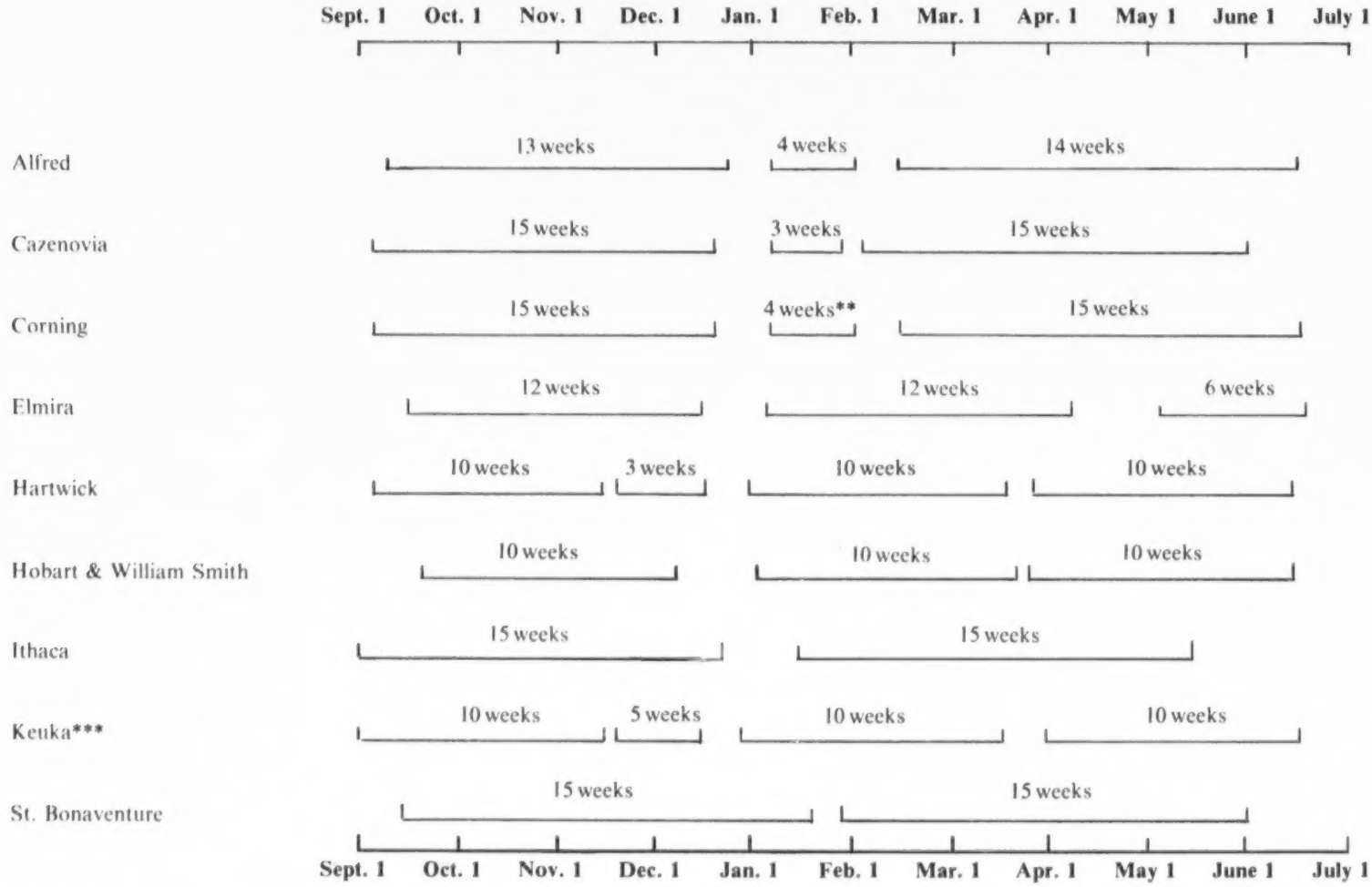
APPENDIX E *(continued)*

ASSOCIATE DEGREE REQUIREMENTS AT CCFL MEMBER INSTITUTIONS

Requirement	AA Cazenovia	AA Corning	AS Elmira	AS Cazenovia	AS Corning	AAS Corning
English Comp	3	6		3	6	6
Fine Arts	6			6		
English Lit		6				
Soc Science	12	12	12	12	6	6
Math		3			6	3
Nat Science	6 or math	6	9	6	6	3
Humanities	3		18			
Foreign Lang		6				
Major				30 - 34		20 - 30
Health		1			1	1
Phy Ed		2		Req. for Phy. Ed/ Recreation Pgm.	2	2
Other Req.	45 hrs. in Liberal Arts	48 hrs. concent. Arts & Sci.; 12 hrs. free as per pgm.	21, 9 in Liberal Arts	30 hrs. in Liberal Arts	36 hrs. concent. Arts & Sci.; 24 prescribed by pgm.	20 hrs. concent. Arts & Sci.; 20 - 30 per career pgm.
Credit Req.	60	60 exc Health & Phys Ed	60	60	60 exc Health & Phys Ed	60
GPA		2.0			2.0	2.0
Residence	1 yr.	30 hours			30 hours	30 hours

APPENDIX F

ACADEMIC YEAR CALENDARS OF CCFL MEMBER INSTITUTIONS *



* Number of weeks indicated refers to instructional time (including examination periods). Some institutions schedule vacations within terms, which are not represented in this chart. Closing date is commencement. Summer sessions are conducted at Alfred, Corning, Elmira, Hartwick, Hobart and William Smith, Ithaca, and St. Bonaventure.

** Four-week term is not a part of the normal academic program. Participation by faculty and students is optional.

*** Keuka for 1972-73 — 10 weeks; 4 weeks; 14 weeks; 4 weeks

APPENDIX G

UNDERGRADUATE AREAS OF CONCENTRATION GIVEN IN CCFL MEMBER INSTITUTIONS*

Area of Concentration	Alfred	Cazenovia	Corning	Elmira	Hartwick	Hobart & Wm. Smith	Ithaca	Keuka	St. Bonaventure
Accounting			X	X			X		X
American Studies				X		X			
Anthropology				X		X			
Applied Music							X		
Art	X	X		X	X	X	X	X	
Biology	X			X	X	X	X	X	X
Business				X					
Business Adm.	X		X	X			X		X
Ceramic Engineering	X								
Ceramic Science	X								
Chemistry	X			X	X	X	X	X	X
Child Study		X							
Classics				X		X			X
Comparative Literature					X				
Composition (Music)							X		
Comp. Science				X					
Data Processing			X	X					
Design	X								
Economics	X			X	X	X	X		X
Elementary Education	X			X		X		X	X
Secondary Education						X			
English	X			X	X	X	X	X	X
Engineering Science			X						
Environmental	X			X					
Finance									X
Fine Arts	X						X		
French									
General Science	X		X						

* Includes both Associate Degree and Baccalaureate Degree programs. Secondary education areas of concentration are not identified.

APPENDIX G *Continued*

Area of Concentration	Alfred	Cazenovia	Corning	Elmira	Hartwick	Hobart & Wm. Smith	Ithaca	Keuka	St. Bonaventure
Geology	X				X				
German				X	X	X	X	X	X
Glass Science	X								
Glass Technology			X						
Health Services							X		
History	X			X	X	X	X	X	X
Humanities			X						
Interdisciplinary	X			X					
International Studies	X			X			X		
Individually Designed	X			X	X	X	X	X	
Journalism									X
Latin American					X				
Liberal Arts	X	X	X				X		
Management									X
Mathematics	X		X	X	X	X	X	X	X
Medical Services		X							
Medical Technology			X	X	X				
Merchandising		X							
Music	X	X		X	X	X	X		
Music Education							X		
Nursing	X		X		X			X	
Philosophy	X				X	X	X		X
Phil - Religion				X	X			X	
Physics	X				X	X	X		X
Physical Education/Rec.		X					X		X
Physical Therapy							X		
Police Science			X	X					
Political Science	X			X	X	X	X	X	

APPENDIX G *Continued*

Area of Concentration	Alfred	Cazenovia	Corning	Elmira	Hartwick	Hobart & Wm.Smith	Ithaca	Keuka	St. Bonaventure
Pre-Nursing				X					
Psychology	X			X	X	X	X	X	X
Religion				X	X	X			
Russian					X		X		X
Russian Studies				X	X				
Secretarial Studies		X	X						
Social Research	X								
Social Science			X				X		X
Social Work				X					X
Sociology	X			X	X	X	X	X	X
Spanish				X	X	X	X	X	X
Speech Correction & Audiology				X			X		
Speech & Drama	X	X		X			X		
Technologies			X	X					
Television - Radio							X		

APPENDIX H

COMBINED UNDERGRADUATE ENROLLMENT FOR ALL CCFL INSTITUTIONS
BY SUBJECT AREA, FALL, 1969

Subject Area	Number Enrolled	Percent of Total Enrollment
Biological Sciences	641	4.1%
Business & Commerce	1,614	10.2
Computer Science [1]	112	.7
Education	1,575	9.9
Engineering	712	4.5
English & Journalism	914	5.8
Fine & Applied Arts	953	6.0
Foreign Languages & Lit.	430	2.7
Health Professions	885	5.6
Liberal Arts & Sciences [2]	1,033	6.5
Mathematical Subjects	417	2.6
Philosophy	102	.7
Physical Sciences	248	1.6
Psychology	592	3.7
Religion [3]	18	.1
Social Sciences	1,923	12.1
No Specific Subject Area	3,668	23.2
Total	15,837	100.0%

[1] Corning and Elmira only
[2] Corning only
[3] Hartwick only

APPENDIX I

COMBINED DISTRIBUTION OF FACULTY RANK AMONG CCFL INSTITUTIONS FALL, 1969[1]

Rank	Men	Percentage of Total Faculty	Women	Percentage of Total Faculty
Professor	155	16%	19	2.0%
Associate Professor	124	12.8	35	3.5
Assistant Professor	306	31.4	75	8.0
Instructor	115	11.8	71	7.2
Junior Staff	31	3.1	16	1.6
Other Faculty	15	1.5	11	1.1
(Total Men/Women)	(746)	(76.6%)	(227)	(23.4%)
Grand Total Men/Women	973	100%		

[1] Full-time faculty only; Corning not reported

APPENDIX I *(Continued)*

COMBINED DISTRIBUTION OF FACULTY DEGREE STATUS AMONG CCFL INSTITUTIONS, FALL, 1969 [1]

Degree	Men	Percentage of Total Faculty	Women	Percentage of Total Faculty
No Formal Degree	-0-	.9%	2	.1%
Associate Degree	-0-		-0-	
Bachelor's Degree	91	9.0	38	3.0
Selected First Professional	3	3.0	-0-	
Master's Degree	341	35.0	134	13.0
Doctor's Degree	302	31.0	53	5.0
(Total Men/Women)	(746)	(78.9%)	(227)	(21.1%)
Grand Total Men and Women	973	100%		

[1] Corning not reported

APPENDIX J

PATTERNS OF FIELD EXPERIENCE IN CCFL MEMBER INSTITUTIONS

Type of Experience	Alf	Caz	CCC	Elm	Hart	Hob & WS	Ith	Keu	St. Bon.
Field experience built into course during regular semesters[1]	Y	Y	Y	Y	Y	Y	Y	Y	Y
Semester or year away[2] operated by institution	Y[3]	N	Y[4]	Y	Y	N	N	N	N
Semester or year away[2] offered by other institutions	Y	Y	N	Y	Y	Y	Y	Y	Y
Special time period (interim term)	Y	Y	N	Y	Y	N	N	Y	N
Starting date of special term with number of weeks	Jan (4)	Jan (3)[5]	—	Apr (6)	Dec (3))	—	—	Nov (5)[6]	—
Compulsory[7]	N[8]	Y	—	Y	N	—	Y[10]	Y	—
Credit	N	N[9]	—	Y	Y	—	—	Y	—

[1] This is usually for certain segments of the student population, e.g. teaching practice, hospital involvement for nurses, industrial involvement for engineers, environmental science, field work.

[2] "Away" includes work at other institutions.

[3] Mainly operated for ceramic engineers and scientists, presently being arranged for liberal arts students.

[4] Anticipated that arrangements will come into operation in 1972.

[5] May be lengthened to four weeks and moved to May.

[6] It is scheduled to become two four-week periods in 1972-73.

[7] Compulsory means necessary for graduation; a student may have to take special term programs to graduate within four years.

[8] Work in two such special terms is necessary for graduation but these need not involve field work.

[9] Credit may be given in future.

[10] Physical therapy students spend one year in the N.Y.C. Albert Einstein Hospital.

APPENDIX K

FOREIGN STUDY PROGRAMS IN CCFL MEMBER INSTITUTIONS

Alfred University

American University in Cairo
University of Erlangen, Germany
University of Nuremberg
Schiller College
Chapman College

Elmira College

The United Kingdom: Universities of Exeter, Manchester, Leicester, Glasgow, St. Andrews, Swansea, Edinburgh, Sheffield, Warwick, Lancaster, York, East Anglia, Hull, Leeds, Sussex, Birmingham, Bristol, Nottingham, Durham, Reading, and Trinity College
Spain: University of Madrid
France: Universities of Paris, Grenoble, and Dijon
Germany: University of Bonn
Italy: University of Florence
Japan: International Christian University, Tokyo
India: University of Delhi
Mexico: Universidad Ibero-Americana, in cooperation with Hartwick College

Hartwick College

The Scandinavian Seminar
Universidad Ibero-Americana at Mexico City
Joint programs for foreign study with Wagner College in Austria, Elmira College in England, Hamilton College in France, Wayne State in Germany, New York University in Spain and State University College at Oneonta in Germany

Hobart and William Smith Colleges

Institute of European Studies
Experiment in International Living
No other formal programs but approval of individual student requests for study abroad

Ithaca College

Programs with Schiller College in Germany and France, Beaver College in England, and Loyola University in Rome

Keuka College

University of Oslo
University of Geneva
Aix-en-Provence
Institute of European Studies

St. Bonaventure University

No formal programs but approval of individual student requests for study abroad

APPENDIX L

COMBINED FINANCIAL DATA OF CCFL INSTITUTIONS — INCOME, FALL, 1969

Source	Line No.	Amount	Percentage of Total Revenues
Educational and General Revenue Total (Sum of Lines 2 - 12)	1	$33,750,771	70.0%
Student Tuition and Fees	2	25,637,255	53.8
Governmental Appropriations	3	4,031,276	8.3
Endowment Income	4	539,593	1.0
Private Gifts	5	847,500	1.7
Sponsored Research	6	342,703	0.7
Other Separately Budgeted Research	7	0	
Other Sponsored Programs	8	540,872	1.0
Recovery of Indirect Costs	9	142,015	0.2
Sales and Services of Educational Departments	10	113,772	0.2
Organized Activities Related To Educational Departments	11	74,525	0.1
Other Sources	12	1,481,260	3.0
Student Aid Grants - Total (Sum of Lines 14 - 19)	13	1,199,909	2.5
Federal Government	14	282,284	0.6
State Government	15	409,121	0.8
Local Government	16	0	
Private Gifts and Grants	17	190,283	0.4
Endowment Income	18	226,707	0.5
Other Student Aid Grants	19	91,514	0.2
Major Public Service Programs -	20	0	
Federally Funded Research and Development Centers	21	0	
Hospitals	22	0	
Other Public Service Programs	23	0	
Auxiliary Enterprises - Total (Sum of Lines 25, 26, & 27)	24	13,269,014	27.5
Housing	25	4,676,421	9.7
Food Services	26	6,242,825	13.0
Other Auxiliary Enterprises	27	2,349,768	4.8
Total Current Funds Revenues - Grand Total (Sum of Lines 1, 13, & 24)	28	48,219,694	100.0%

APPENDIX L *(continued)*

COMBINED FINANCIAL DATA OF CCFL INSTITUTIONS — EXPENDITURES, FALL, 1969

Function	Line No.	Amount	Percentage of Total Expenditures
Educational and General Expenditures - Total (Sum of Lines 2 - 10)	1	31,245,884	67.3%
Instruction and Departmental Research	2	13,970,805	29.4
Organized Activities Related to Educational Departments	3	153,716	0.1
Sponsored Research (excluding Federally Funded Research and Development Centers and indirect costs)	4	395,880	0.8
Other Separately Budgeted Research	5	15,985	0.0
Other Sponsored Programs (excluding indirect costs)	6	610,885	1.2
Extension and Public Service (excluding major public service programs)	7	475,151	.9
Libraries	8	1,656,560	3.5
Physical Plant Maintenance and Operation	9	3,951,566	8.2
General Administrative, General Institutional Expense, Student Services, and Staff Benefits	10	10,015,336	23.2
Student Aid Grants	11	2,899,254	6.2
Major Public Service Programs - Total (Sum of Line 13, 14, & 15)	12	0	
Federally Funded Research and Development Centers	13	0	
Hospitals	14	0	
Other Public Service Programs	15	0	
Auxiliary Enterprises - Total (Sum of Lines 17, 18, and 19)	16	12,315,676	26.5
Housing	17	4,458,622	9.6
Food Services	18	5,263,915	11.3
Other Auxiliary Enterprises	19	2,593,139	5.6
Total Current Funds Expenditures - Grand Total (Sum of Line 1, 11, 12 & 16)	20	46,460,814	100.0%
Estimate of Amount on Line 20 Expended for Physical Plant Assets	21	1,348,629	

APPENDIX L *(continued)*

REVENUES AND EXPENDITURES FOR INDIVIDUAL CCFL INSTITUTIONS, FALL, 1969

Revenues by Source	Percentage of Total Revenues								
	Alf	Caz	CCC	Elm	Hart	Hob	Ith	Keu	St. B.
Educational & General Revenues	75.9%	63.9%	90.4%	68.2%	69.2%	68.8%	69.3%	60.7%	63.2%
Student Aid Grants	8.6	.2	2.0	1.9	2.4	3.4	.5	3.5	.0
Auxiliary Enterprises	15.5	35.9	7.6	29.9	28.4	27.8	30.2	35.8	36.8
Total Revenues	100%	100%	100%	100%	100%	100%	100%	100%	100%

Expenditures by Function	Percentage of Total Expenditures								
Educational & General Expenditures	73.6%	63.5%	91.1%	60.4%	66.5%	62.4%	67.2%	62.6%	59.4%
Student Aid Grants	11.3	2.5	2.1	8.0	5.9	8.3	4.1	7.6	4.7
Auxiliary Enterprises	15.1	34.0	6.8	31.6	27.6	29.3	28.7	29.8	39.9
Total Expenditures	100%	100%	100%	100%	100%	100%	100%	100%	100%

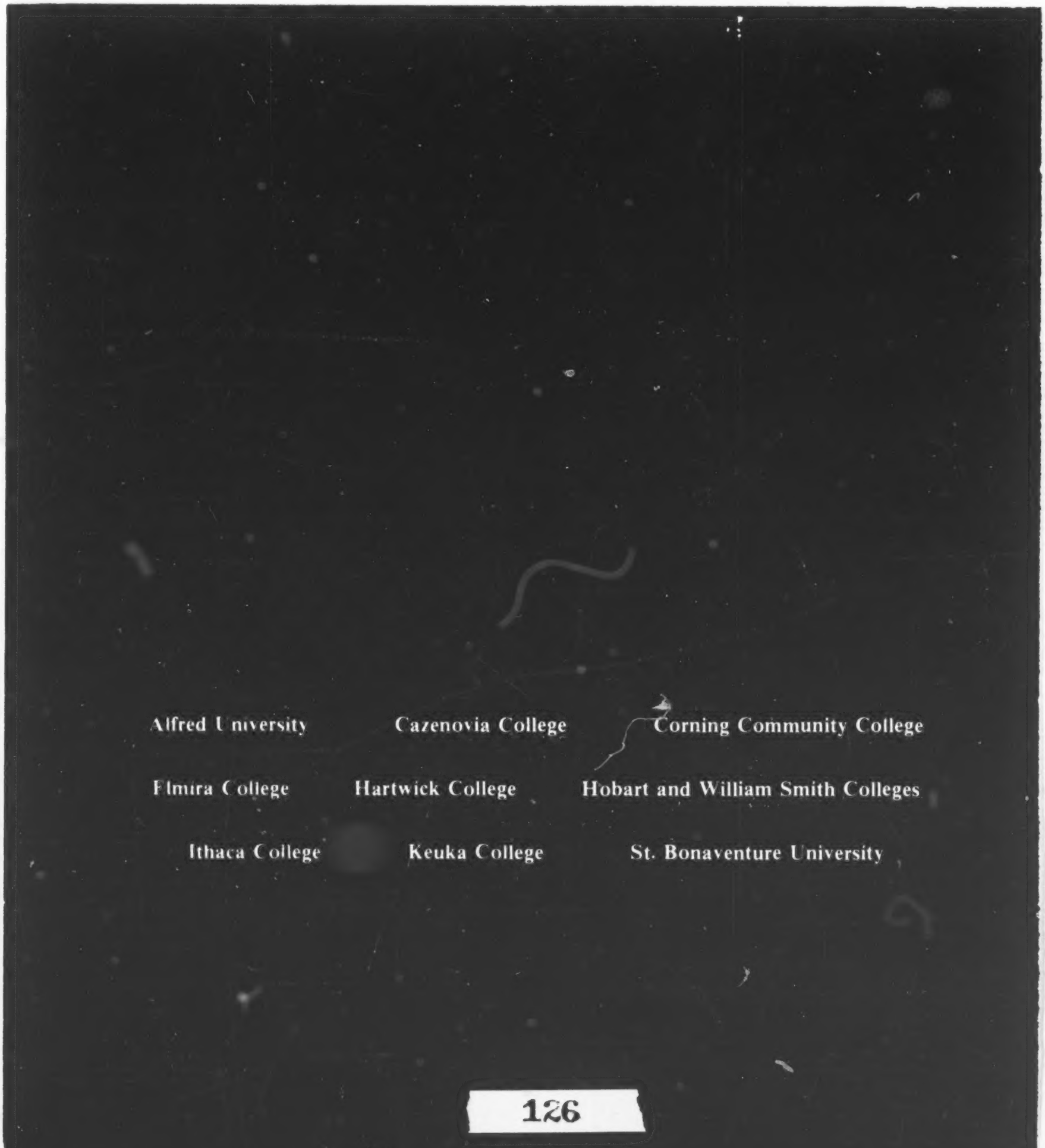
APPENDIX M

COMBINED DATA ON CCFL LIBRARIES, FALL, 1969

LIBRARY COLLECTION	Number
Number of volumes held at end of 1967-68	794,520
Adjusted end-of-year total	77,157
Number of volumes added during year	74,149
Number of volumes withdrawn during year	9,279
Total number of volumes held at end of 1968-69	842,027
Number of reels of microfilm held at end of 1968-69	31,314
Number of physical units of other forms of microtext	73,691
Number of periodical titles, excluding duplicates, received at end of 1968-69	7,824
Number of other serial titles, excluding duplicates, received at end of 1968-69	3,420
STUDENT AND OTHER HOURLY ASSISTANCE	
Annual total number of hours of student assistance	56,521
Annual total number of hours of other hourly assistance	32,621
LIBRARY OPERATING EXPENDITURES	**Amount**
Total salaries, before deductions, of regular library staff	$ 649,051
Salary equivalents of contributed-service staff	23,000
Total wages paid to students and other hourly assistants, before deductions	137,263
Expenditures for books and other library materials	566,040
Expenditures for binding and rebinding	51,529
Other operating expenditures	110,511
Grand total	$1,537,394
TOTAL LIBRARY STAFF	
Full-time	86
Part-time	54
GENERAL INSTITUTIONAL DATA	
Educational and General Expenditures	$32,265,579[1]
Professional Staff (Junior and Senior) in resident instruction and departmental research	932[2]

[1] Cazenovia not included

[2] Cazenovia and Corning not reported


Alfred University
Cazenovia College
Corning Community College
Elmira College
Hartwick College
Hobart and William Smith Colleges
Ithaca College
Keuka College
St. Bonaventure University